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ABSTRACT

The third and final volume of the Life Skills for the Developmentally Disabled Project is a manual for assessing and training institutionalized clients for deinstitutionalization and community living. Charts for goal setting and objective plans with information on materials, setting, instructional plans, procedures, evaluation and followup methods are provided for the following areas of life skills: community skills (including eating in public and using public transportation); academic skills (such as handling money and budgeting); money and shopping skills (including doing errands and purchasing items); semi-independent living skills (such as preparing food and performing general domestic tasks); work habits (including job performance); and socialization skills (such as assuming responsibility and planning for leisure time). (CL)

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LIFE SKILLS FOR THE DEVELOPMENTALLY DISABLED

An Approach to Accountability in Deinstitutionalization

(Hospital Improvement Program - Community
Alternatives and Institutional Reform,
Project Number: 51-P-15436/3-01)

VOLUME III

MANUAL FOR TRAINING CLIENTS

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AAMD Adaptive Behavior Scale, 1974 Revision. American Association on Mental Deficiency 5201 Connecticut Avenue, N.W., Washington, D.C. 20015.

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VOLUME III: MANUAL FOR TRAINING CLIENTS

LIFE SKILLS FOR THE DEVELOPMENTALLY DISABLED
An Approach to Accountability in Deinstitutionalization

TABLE OF CONTENTS

I. ACKNOWLEDGEMENTS 1

II. INTRODUCTION

A. Objectives of Manual for Training Clients 2
B. Instructions for Manual for Training Clients 3

III. A. Life Skills Master Problem List – Level I 6
B. Life Skills Objective List – Level I 7

IV. LIFE SKILLS OBJECTIVE PLANS AND CHARTS

Section A. COMMUNITY SKILLS 10
(21 Plans) Life Skills Objective Chart 10
Life Skills Objective Plans 11-31

Section B. ACADEMIC SKILLS 32
(21 Plans) Life Skills Objective Chart 32
Life Skills Objective Plans 33-53

Section C. MONEY AND SHOPPING SKILLS. 54
(13 Plans) Life Skills Objective Chart 54
Life Skills Objective Plans 55-67

Section D. SEMI-INDEPENDENT LIVING SKILLS 68
(24 Plans) Life Skills Objective Chart 68
Life Skills Objective Plans 69-91

Section E. WORK HABITS 91
(3 Plans) Life Skills Objective Chart 92
Life Skills Objective Plans 93-95

Section F. SOCIALIZATION SKILLS 96
Life Skills Objective Chart 96
Life Skills Objective Plans 97-110

Bibliography 111

I. ACKNOWLEDGEMENTS

The use of the Team Approach was vital in the development of the training materials for Volume III of the Life Skills Project. The extensive bibliography of materials for Life Skills areas was in large part compiled from suggestions and references contributed by Task Force members (See Appendix M, Volume 1) . Betsy Sessions and Janette Breen added references as part of their work on the project. We are grateful for this assistance and believe the references will be most helpful to those who will be using our training materials.

Mrs. Jean Federici, Field Instructor fo the Project, served as Team Leader in the development of the training materials for Volume III. By using the Team Approach we attacked problem-solving through utilization of specialists to develop training materials which could be used in a generalist fashion. In this way training can be carried on by everyone who comes in contact with the client — including other clients. Through a common format and approach we have translated specialist training into generalist materials.

Credit to those who created individual Objective Plans will be found at the bottom of each Plan. Individual appreciation is extended to those who contributed to this final product:

From The George Washington University, full-time and part-time on the Life Skills Project: Mrs. Jean Federici, Ms. Janette D. Breen, Mrs. Evelyn Smith.
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Every effort has been made to express appreciation and give credit to those who contributed. If anyone has been omitted, we would appreciate any corrections. We welcome any suggestions, corrections, additions, deletions, or editing efforts. As you try these training materials, we would be most grateful for your feed-back. Only in this way can we improve our product. As we develop these Objective Plans for Levels II and III, we are open to ideas and Plans from anyone who would like to contribute. Just send your Plan and we will attach your name in Volume IV of the PORTLS Project next year.

Geneva S. Folsom, Ed.D.
Project Coordinator

II. INTRODUCTION

A. Objectives of Manual for Training Clients

The Manual for Training Clients (Volume III) was developed to complete the total package of training materials for the Life Skills Project. Volume II, Manual for Trainers, was developed to provide the materials needed for any instructor who is teaching Life Skills concepts to staff working with the developmentally disabled. Although it was designed to meet the needs of staff working with mentally retarded, the concepts are applicable to any population which falls under the category of those who need to be introduced or re-introduced to living in a "normal" environment.

The training materials in Volume III were developed for use by those who are in direct contact training clients in specific Life Skills needed for adjustment to a more normalized setting within an institution or a more independent life outside an institutional setting. With the exception of the academic skills, "Life Skills" are learned through the normal developmental process. In a "normal" environment, children learn to model behavior of adults and the peer group around them. We learn to handle money by watching, having money of our own to use, earning money in exchange for work, etc. We learn table manners by observing and by being corrected at the table. We develop good work habits by watching our parents and older siblings get ready for work, talk about work, spend their pay-check, etc. We learn what behaviors are rewarded with smiles and which are rewarded with spankings or verbal remonstrations. We learn in a natural environment, on the spot. We do not set this aside in an unnatural setting such as a classroom and say, "This is learning. This is education." We accept all of this as naturally as breathing. These are Life Skills, learned as we live, taught by a natural instructor in a natural setting.

It is only when we enter school age that "learning" is set apart, in a strange place, taught by a stranger who is qualified as an "educator," and all too often, not associated with the students' "Life." The "life" of the school sets the boundaries for much of the learning that takes place from then on. Often the skills needed in the classroom and the skills needed for life on the outside have no correlation with each other. The "Student" has to learn two sets of values, behaviors, and cognitive realms.

The same situation exists for those who are institutionalized. These "students" have learned a set of behaviors, values, and cognitive functioning skills which help them adjust and get along in an institutional setting. Too often institutions are run for preservation and convenience of the institution rather than for the client within. The skills acquired by the clients may allow them to get along within the institution but severely handicap them for getting along independently – either within or outside of the institution. We, as a society, have only lately come to recognize this infringement on the rights of people within institutions. We are now faced with teaching people who have been institutionalized those skills which they would have acquired naturally in a community setting. All of this would be difficult enough for "normal" people. For those with developmental disabilities, or those who have been labeled "mentally ill," or for the aged in long-term care institutions, the problems of habilitating or rehabilitating become compounded.

Life Skills are taught in as many ways as there are models to teach them. The way we approach teaching Life Skills depends upon our individual backgrounds, value systems, sex, age, race, education, religious beliefs, philosophy, work habits, etc. No amount of curriculum materials will change the individual style. However, we have tried to give a structured method of approaching any learning situation. We have attempted to approximate the "normal" way of teaching Life Skills. The Objective Plans are a structured suggestion. They are not intended to be *the* one method of teaching each particular Life Skill. We feel these Plans will:

1. Establish an approach to any learning based on the principles of behavior modification techniques.

2. Help staff realize that modeling may be the most important method of "teaching" the developmentally disabled.

3. Help staff realize that learning takes place in the setting in which skills, attitudes, and cognitive learning most naturally occurs.

4. Help staff develop skills of observation.

5. Help staff learn and practice principles of reinforcement -- particulary positive reinforcement.

6. Help staff learn to break down tasks into smaller units (goal-setting).

7. Help staff learn to follow-up and continuously evaluate progress (or lack of same) so they can self-correct.

8. Carry through with the total Life Skills system based on a reliable evaluation instrument.

9. Make it more convenient for staff by having one source of materials which is specifically designed for remediation in those Life Skills specified in the evaluation instrument.

10. Give assistance and direction to staff who may not have expertise in curriculum development or specialty areas.

11. Provide a check-list so everyone knows the criteria for meeting the objectives; thereby providing consistency in the on-going evaluation process.

12. Give staff ideas about materials necessary for structuring the learning experience.

13. Build in accountability for the total Life Skills System to Accountability in Deinstitutionalization. If the Objective Plan is available, no one can plead ignorance in how to "teach" the Life Skills.

B. Instructions for Use of Manual for Training Clients

1. Instructions for Use of Master Life Skills Problem List

A. See Volume II, pp. 71 to 85.
  1. Fill in demographic information bottom of page 1.
  2. Transfer results of ABS evaluation of individual client to Master Problem List.
  3. Use this as continuous reference sheet. As Problems are solved, sign off during Mini-Team meetings. This provides a reinforcement system for both staff and client.
  4. At the first meeting of the Mini-Team use the Master Problem List as the focus for the team meeting. Discuss the demographic information, especially the

Management Device with the client. (see Volume II, Issue #7). From observing the *Problem Solved* column, point out the progress which has already been made. Use this session as the time to point out successes and strengths. Begin with a positive reinforcement session. Reward client and staff for goals and objectives already met.

5. Establish one major Problem from this list. Set this as the problem on the *Master Problem List.* If you have no other problems on other sections of the P.O.R., you may want to pin-point two or three from the *Master Problem List* (Rehabilitation Section). Do not set more goals than you can meet. Set up a success experience with these first Mini-Team sessions. This is most important for staff who has not viewed themselves as successful in the past.
6. Go to the *Master Objective List.*

2. Instructions for Use of Master Life Skills Objective List

A. See Volume II, pp. 71 to 85.

1. After you have selected the Problem(s) from the *Master Problem List,* go to the *Master Objective List.*
2. Identify the Objectives which have already been met (if any) and sign off on these. Show the client that part of the Problem has already been solved.
3. Pin-point the Objective which is to be met. Initial the P.O.R., date the entry, and set some realistic time in which you think this Objective can be met.
4. Go to the appropriate *Objective Chart.*

3. Instructions for Use of the Life Skills Objective Chart

A. See Volume II, pp. 71 to 85.

1. Identify areas for teaching this particular Life Skill.
2. Identify staff responsible from top of chart. Be sure staff knows who will be responsible for signing off on the P.O.R., e.g., *Work Habits.* "Staff responsible: VR Counselor, employer, residence workers, teachers, clients, etc." The person(s) listed *first* are those who are responsible for signing off on the P.O.R. Others listed must support the efforts in their areas. If this particular Problem has been identified, the VR Counselor (or substitute) should be the Team Leader while you are working with this Problem. In this way leadership may be shared and responsibility shifted as different Problems are identified.
3. Go to the *Life Skills Plans.* Find the Plan which corresponds to the Problem Number and Objective Number.

4. Instructions for Use of the Life Skills Plans

A. See Volume II, pp. 71 to 85.

1. The *Plans* are coded in exactly the same way as the items on the A.B.S., the *Life Skills Master Problem List*, and the *Life Skills Master Objective List.*
2. Some of the plans are written as step-wise procedures. Some are merely check-lists. Each of these formats was designed to break down tasks into smaller, more manageable components. In this way the client and staff can feel reinforced as they conquer each small step, and check off each item on a check-list as "solved."
3. Discuss the *Plan.* If you have any recommendations for change, do it in the Mini-Team meeting. Change according to your individual situation but follow the master format. Be sure any changes are carried through so there are no inconsistencies in the total program.
4. Review progress at every team meeting. If there is difficulty following the *Plan* and revisions need to be made, go through same process as suggested in 3 above. The *Plans* were written to provide consistency and build in accountability. Any changes in the *Plans* should be made with that in mind.

5. **Instructions for Making Life Skills Plan Available**

A. See Volume II, pp. 71 to 85.

1. *Plans* should be kept in the area most convenient for staff and/or clients. If a Level I client can read, reproduce the plan and have it available for the client. It could possibly be used as a self-instructional training guide. The *Plans* should be kept conveniently near the P.O.R., so there is a constant relating of Problems Plans signing off establishing new problems. The *Plans* should be available for any volunteer, parent, etc. In this way any volunteer with minimal training can immediately plug into the system.

LIFE SKILLS MASTER PROBLEM LIST - LEVEL 1

(Selected from A.B.S. Part One)

Date	Init	Prob		Date Resolved	Initial
		2	Eating in Public		
		4	Table Manners		
		19	Public Transportation		
		20	Telephone		
		21	Miscellaneous Independent Functioning		
		28	Money Handling		
		29	Budgeting		
		30	Errands		
		31	Purchasing		
		32	Writing		
		34	Articulation		
		37	Reading		
		40	Miscellaneous Language Development		
		44	Room Cleaning		
		45	Laundry		
		47	Food Preparation		
		49	General Domestic Activity		
		50	Job Complexity		
		51	Job Performance		
		52	Work Habits		
		53	Initiative		
		54	Passivity		
		55	Attention		
		56	Persistence		
		57	Leisure Time		
		58	Responsibility		
		59	General Responsibility		
		60	Cooperation		
		61	Consideration of Others		
		64	Participation in Group Activities		
		66	Social Maturity		

(Selected from A.B.S. Part Two)

		36	Sexual Behavior		
		44	Medication and Treatment		
		45	Legal Consequences of Aberrant Behavior		
		46	Legal Rights		

Cottage
Community Placement
Facility
Administration
Department
State Gov.

Name
Age Sex
Management Device
Convulsive Disorders
Sensory Defects
Precautions
Medication

LIFE SKILLS OBJECTIVE LIST

Level I Page 1

Date	Init	Prob #	Obj #		Date Resolved	Init
		2	1	Orders single item from soda fountain or canteen		
			2	Orders simple meal (sandwich and drink) at carry out		
			3	Orders complete meal in restaurant or cafeteria		
		4	1	Passes all items on Life Skills Objective Chart		
		19	1	Rides subway or bus for familiar journeys independently		
			2	Rides subway or bus for unfamiliar journeys independently		
			3	Rides in taxi independently		
			4	Rides on plane, bus or train independently		
			5	Passes Elwyn Social Achievement Test Part VII		
		20	1	Uses telephone directory		
		21	1	Knows postage rates, buys stamps, mails letters		
			2	Mails packages, gets money orders, pays bills by mail		
			3	Deals with simple injuries independently		
			4	Knows how to locate doctor and dentist		
			5	Schedules regular exams, pap tests, etc.		
			6	Knows about welfare agencies		
			7	Knows about health insurance plans		
		28	1	Passes Elwyn Social Achievement Test Part II		
			2	Passes Elwyn Social Achievement Test Part IX		
			3	Uses checking and savings account with assistance		
			4	Uses banking facilities independently		
		29	1	Saves money for a particular purpose (1 wk at a time for 4 weeks)		
			2	Budgets fares, meals, clothes, etc. (1 wk at a time for 2 months. Stays within budget – close supervision		
			3	Spends money within the framework of objective 1 & 2 (Close supervision)		
			4	Controls own major expenditures for 30 days with slight supervision		
			5	Controls own major expenditures for 30 days with no supervision		
			6	Controls own expendtiures with follow-up every 3 months		
		30	1	Shops at grocery store		
			2	Shops at drug store		
			3	Goes to beauty or barber shop		
			4	Goes to several shops and specifies different items		
		31	1	Buys own clothing accessories (socks, stockings, etc.)		
			2	Buys own clothing with slight supervision		
			3	Buys own clothing without supervision		

Name ______________________

LIFE SKILLS OBJECTIVE LIST

Level 1 Page 2

Date	Init	Prob	Obj		Date Resolved	Init
		32	1	Writes short notes and messages		
			2	Writes sensible and understandable personal letters		
			3	Writes simple business letters		
		34	1	Passes items on Life Skills Objective Chart (Articulation)		
		37	1	Passes Elwyn Social Sight Vocabulary Items A,B,C,L. under Part 1 (transportation, communication, safety, etc.)		
			2	Passes Elwyn Social Sight Vocabulary Items D,E,F,I Under Part 1 (work, application blank, banking, etc.)		
		3	3	Passes Elwyn Social Sight Vocabulary Items G,H,J,K,M under Part 1 (taxes, voting, insurance, budgeting, etc)		
			4	Reads Grocery ads, movie timetables, want ads, etc.		
		40	1	Passes Elwyn Social Achievement Test Part V		
			2	Passes Elwyn Social Achievement Test Part VI		
			3	Passes Elwyn Social Achievement Test Part VII		
		44	1	Cleans own room		
			2	Cleans own room thoroughly and well		
			3	Cleans room without prompting		
			4	Cleans bathroom and kitchen well		
			5	Cleans apartment well		
		45	1	Washes, dries and folds clothing		
			2	Irons clothing when necessary		
			3	Mends clothing when necessary		
			4	Takes clothes to cleaners when necessary		
			5	Takes care of clothing independently		
		47	1	Prepares simple meals requiring no mixing or cooking		
			2	Cooks simple foods, e.g. eggs, t.v. dinners		
			3	Prepares an adequate complete meal		
			4	Plans and prepares nutritious meals		
			5	Budgets, plans and prepares meals for more than self		
		49	1	Washes, dries and puts away dishes		
			2	Cleans and cares for stove and refrigerator		
			3	Helps with household chores when asked		
			4	Does household chores routinely		
			5	Includes household chores when managing free time		
		50	1	Performs a job requiring use of tools (sewing, shopwork)		
		51	1	Does good, careful work		
			2	Works at an adequate speed		
			3	Takes care of tools and equipment		
			4	Careful when working - does not endanger others		

Name ____________________

LIFE SKILLS OBJECTIVE LIST

Level 1 Page 3

Date	Init	Prob	Obj		Date Resolved	Init
		52	1	Passes all items on Life Skills Objective Chart		
		53	1	Initiates most of own activities		
		54	1	Passes items on ABS with no negative checks (Passivity)		
		55	1	Pays attention to purposeful activities for more than 15 minutes		
		56	1	Passes items on ABS with no negative checks (Persistence)		
		57	1	Passes all items on Life Skills Objective Chart		
		58	1	Takes care of personal belongings		
		59	1	Assumes responsibility in a group situation		
			2	Sees part in group responsibility and carries it out independently		
			3	Assumes responsibility for others less capable		
		60	1	Offers assistance to other residents		
			2	Offers assistance to staff		
		61	1	Passes all items on ABS with positive checks (consideration)		
		64	1	Initiates group activities (leader and organizer)		
			2	Carries initiated plans out to completion		
		66	1	Gets along with strangers but is wary of being hustled		
				A.B.S. PART TWO		
		36	1	Passes ABS with no circled items (aberrant sexual behavior)		
			2	Knowledgeable about birth control		
		44	1	Knows how to use pharmacy for filling prescriptions		
			2	Familiar with various forms of medical preparations (pills, suppositories, etc)		
			3	Familiar with the route of administration (oral, rectal)		
			4	Administers own medication independently		
			5	Familiar with desired effect and side effects of own medication - knows what to do in case of side effects		
		45	1	Familiar with different types of offenses		
			2	Familiar with legal consequences of these offenses		
		46	1	Understands legal rights upon arrest		
			2	Understands minimum legal vocabulary		

Name ______________________________

Life Skills Objective Chart

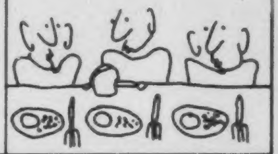
LEVEL I

Community Skills

SECTION A

AREAS FOR TEACHING: Community and canteen

STAFF RESPONSIBLE: Outreach workers, group home leaders, social workers, counselors

	Objective 1	Objective 2	Objective 3	Objective 4
2 Eating In Public	order single item from soda fountain canteen	order simple meal at carry out	order complete meal at cafeteria or restaurant	
4 Table Manners	chews food properly	doesn't drop food or play in food	doesn't talk with mouth full	paces eating according to situation
19 Public Transportation	rides bus on familiar journeys	rides bus for unfamiliar journeys	uses taxi	uses train plane or bus for travel
21 Misc. Independent Functioning	knows postage rates, buys stamps, mails letters	mails packages, gets money orders pays bills by mail	deals with simple injuries alone	knows how to find Doctor/Dentist schedules checkups
Part 2 45 Legal Consequences	familiar with different types of offenses	familiar with legal consequences of these offenses		
Part 2 46 Legal Rights	understands legal rights upon arrest	knows minimum legal vocabulary		
20 Telephone	uses telephone directory			

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 2 Eating in Public

Objective # 1 Orders single item from soda fountain or canteen

I. MATERIALS

Enough money to order a single item

II. SETTING

A. Institution-canteen

B. Community-local carry-out

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task

B. Observe resident perform task

C. Give positive reinforcement for successful attempt

D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Before you begin to use a local business as a place for community training, check with Voluntary Service. If they have not already contacted such a place, get acquainted with the management. Explain that you would like to bring clients so they could make purchases there independently. Assure them they will not be overwhelmed with great numbers of clients at one time. Also assure them you will be available if they have any questions. They should know who you are when you accompany clients to their place of business. Management can help reinforce in the learning situation if they know what is going on. Secure a menu so you can have clients use this for role-playing.

B. Before you take clients off grounds, be sure they have developed basic skills in your canteen. If behavior is unacceptable, it is better to teach them locally before you take them to a public place.

C. Accompany client(s) to local carry-out. Have client order item of choice. If client cannot pass on the item, assist in unobtrusive way. Follow Master Instructional Plan.

D. Checklist for passing item:

1. Client is properly dressed
2. Client has enough money
3. Client gives money to counter person
4. Client waits for change
5. Client handles situation if counter person short-changes him/her
6. Client responds appropriately to any social exchange.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time

B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Geneva Folsom

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 2 Eating in Public

Objective # 2 Orders simple meal (sandwich and drink at carry-out)

I. MATERIALS

Enough money to purchase a simple meal at a carry-out or machine

II. SETTING

A. Institution-canteen or vending machines

B. Community-local carry-out or place with several kinds of vending machines

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task

B. Observe resident perform task

C. Give positive reinforcement for successful attempt

D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Discuss nutritional value of carry-out food; e.g., soft drinks have no nutritional value, are expensive. Teach them to order water if short of cash. Breakfast menus usually available at lunch-more nutritious than hamburger, french fries. If available order salad rather than "junk" food. Avoid desserts if ordering simple meal.

B. Have client tell you what he/she wants to order. Discuss. Reward for good selection. Choose again if poor selection. Choose within a set price range. Point out cost of prepared food in relation to bringing own lunch from home. Buying lunch should be a special treat—not a habit.

C. Take client to place with several types of vending machines; e.g., local filling station. Show client how to operate different types of machines — drink, sandwich, candy, potato chip, etc.

D. Checklist for passing item.

1. Knows how to make selection.
2. Knows how to insert correct change
3. Knows how to take purchase out of machine
4. Knows how to heat sandwich or soup
5. Knows how to operate coin return -- or complain to management
6. Makes good choice — nutrition-wise

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill check performance every time

B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Geneva S. Folsom

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 2 Eating in Public

Objective # 3 Orders complete meal in restaurant or cafeteria

I. MATERIALS

Enough money to order a complete meal

II. SETTING

Community-local restaurant or cafeteria

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D Master each small step before continuing

IV. PROCEDURES/CHECKLIST

RESTAURANT

A. Review basic nutrition. Teach the client to order at each complete meal:

1. One meat or meat substitute (eggs, cheese, etc.)
2. Two vegetables – one green
3. One bread (not necessary if reducing)
4. One fruit or dessert (once a day)

B. If reading a menu, have the client tell you what he/she would like to order. If he/she has selected according to guide above, praise him/her for desirable behavior. If an unwise choice is given, have him/her try again.

CAFETERIA

A. If client has never been to a cafeteria before – explain before you go. (Role play) Use lunch-line in institution to illustrate how foods are grouped according to meats, salads, etc. Have client pick *one* of each of the selections above.

B. After the client has demonstrated mastery in selecting nutritious meals in the Institution's cafeteria, extend this practice to cafeterias in the community.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Geneva S. Folsom

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 4 Table Manners
Objective # 1-4 Passes all items on Life Skills Objective Chart

I. MATERIALS

Eating utensils, napkins, etc.

II. SETTING

A. Institution-dining areas, canteen, parties
B. Community-local carry-out, restaurant

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. If client is having difficulty mastering one or more of the objectives stated below, pick one item at a time and follow the Master Instructional Plan.

B. Checklist for passing item:

1. client chews food properly
2. client doesn't drop food (occasional accidents don't count)
3. client uses napkin (and disposes of it properly)
4. client does not talk with mouth full
5. client paces eating according to situation
6. client has no other objectionable table manners

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Geneva S. Folsom

LIFE
SKILLS
OBJECTIVE
PLAN

ABS Problem # 19 Public Transportation

Objective # 1 Rides subway or bus for familiar journeys independently

I. MATERIALS

Money, wallet, purse, transfers, telephone.

II. SETTING

A. From institution into community
B. From community residence into community

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Knows address and phone number of place where he/she wants to go.
B. Knows name and/or number of bus he/she wants to catch.
C. Knows when bus will come, either can tell time or will wait till one comes.
D. Knows schedule if it is Sunday or a holiday.
E. Has correct amount of change.
F. Knows how to place money in the coin machine.
G. Gets transfer ticket if necessary.
H. Knows to sit in seats available or how to hold on safely if must stand.
I. Will offer older persons or disabled his/her seat.
J. Recognizes stop.
K. Knows how to get off and how to push door open.
L. If he/she misses stop, knows how to get back to correct stop; i.e., knows to ask bus driver; knows to get off at next stop and walk back to correct stop.
M. Knows to ask driver or another passenger if he/she needs assistance.
N. Has change to make a telephone call if he/she gets lost and has a number to call.
O. Knows how to ask location of phone if needed.
P. Knows not to accept a car ride from a stranger if waiting for a bus.
Q. Knows how to cross street after getting off bus.
R. Can transfer if necessary.
S. Knows when to take a cab or alternate transportation if needed.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith/E'lise Brown

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 19 Public Transportation
Objective # 2 Rides subway or bus for unfamiliar journeys independently.

I. MATERIALS

Money (correct change), wallet, purse, transfers, telephone.

II. SETTING

A. From Institution / back.
B. From community residence / back.

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Transportation skills:

1. Reads basic signs
2. Counts money
3. Tells time
4. Uses telephone
5. Asks questions
6. Hails cabs
7. Calls policemen if problem
8. Identifies location and destination
9. Produces identification
10. Knows directions (north, south)
11. Reads a map
12. Reads a schedule

B. Going to unfamiliar place;

1. Has above skills
2. Looks at achedule
3. Knows when bus will arrive
4. Lets driver know where he/she wants to go
5. Listens to driver and repeats instructions
6. If transfer is needed, asks driver to let him / her know proper stop
7. Asks where transfer bus will pickhim/her up and what time
8. Makes phone call if problem arises

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith / E'lise Brown

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 19 Public Transportation

Objective # 3 Rides in taxi independently

I. MATERIALS

Money, wallet, purse, phone number and address of destination written down.

II. SETTING

A. From institution to community and back.
B. From community residence into community and back.

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Knows telephone number of cab company.
B. Knows how to call cab, tell address where (s)he is, when (s)he wants cab, destination
C. Can tell driver destination (so driver can understand).
D. Has ample money to pay cab driver amount requested.
E. Can count change.
F. Knows amount of tip to give driver.
G. Knows when to share cab.
H. Knows how to hail cab on street.
I. Knows cost of cab in comparison to other public transportation.
J. Knows when to pick cab as best form of transportation.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith/E'lise Brown

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 19 Public Transportation

Objective # 4 Rides on plane, bus or train independently

I. MATERIALS

Money, tickets, wallet, purse, luggage.

II SETTING

A. Institution to another city
B. Community residence to another city

III MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Selects most appropriate mode of transportation.
B. Calls by telephone to determine schedule.
  1. Tells information clerk where he/she wants to go, what day, what time he/she would like to arrive (afternoon or morning) and/or what time he/she needs to arrive.
  2. Can use a travel agent to help make arrangements.
C. Arranges for transportation to and from depot or airport.
D. Purchases ticket.
E. Checks luggage if it is heavy.
F. Carries and keeps track of light weight luggage.
G. Asks for the location where vehicle will be departing.
H. Walks to place of departure and checks in if necessary or stands in line.
I. Boards vehicle.
J. Gets off at proper destination. If unfamiliar, asks porter, driver, stewardess to notify him/her when destination has been reached.
K. Knows how and where to obtain luggage if it has been checked.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith/E'list Brown

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 19 Public Transportation

Objective # 5 Passes Elwyn Social Achievement Test (Part VIII)
(Tests on use of timetables and modes of transportation.)

I. MATERIALS

Time tables, pencil, paper, table.

II. SETTING

A. Institution: Classroom or quiet area.
B. Community residence: Quiet area with a table.

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

TEST A. (Sample) – a current timetable should be used to design test.)

1. If you board the metrobus at 1200 King Street at 7:30, what time would you arrive at 10th and Pennsylvania? ____________________
2. You have an appointment at 10th and Penn. at 9:30. What time should you board the metrobus to arrive on time from 1200 King Street?
3. You are going from 1200 King to 10th and Penn. How much is the fare? ____________________
4. What are two forms of transportation from 1200 King Street to 10th and Pennsylvania?

TEST B.

1. The metrobus arrives at 10th and Penn. at 8:45. What time did it leave from 1200 King?
2. If you were sick and had to go to the hospital, what form of transportation would you take. (Sometimes calling a neighbor is fastest.)

TEST C.

Have client plan a trip from place of residence to a place they would like to go. Check it out. As reward for solving Problem #19, go on trip with resident. Pass off on Master Problem List.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici/Elwyn Social Achievement Test

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 21 Miscellaneous Independent Functioning

Objective # 1 Knows postage rates – buys stamps – mails letters

I. MATERIALS

Letters, envelopes, postcards, 8¢ and 10¢ stamps, purchasing money

II. SETTING

A. Institution–post-office or role-play.
B. Community post office (choose a small post-office if possible)

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

KNOWS POSTAGE RATES–BUYS STAMPS

A. Identify items under "Materials necessary."
B. Match piece of mail with proper postage; i.e., letter = 10¢.
C. Place various groups of 8¢ and 10¢ stamps before client. Have client determine cost. (For 10¢ stamp purchases – beneficial for client to be able to count by 10's to $1.00. Use ten 10¢ stamps to teach this concept.)
D. Role-play using real money and stamps. Client goes through the following steps:
   1. States clearly the amount and type of stamps desired.
   2. Counts correct change and hands it to clerk or hands clerk a larger sum of money and waits for change.
   3. Counts change received from clerk to make sure there is no error.
E. When client has successfully completed Item *d*, accompany to Post Office. Check for grooming and sufficient money.
F. Observe client interacting with postal clerk. Note any problems.
G. Work out problems through role-playing.

MAILS LETTERS

A. Before taking letter to mail-box or Post Office, check for following:
   1. Correct address and return address.
   2. Proper placement and amount of postage.
   3. Properly sealed
B. In Post Office, familiarize client with words *local, out-of-town, air mail,* etc. Have client deposit letters in appropriate slots.
C. At mail-box familiarize client with colors of mail-box for identification purposes. Have client open mailbox, deposit letter/s and re-check mail-box to be sure letter went down.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 21 Miscellaneous Independent Functioning
Objective # 2 Mails packages, gets money orders, pays bills by mail

I. MATERIALS

Items to be mailed, assorted sized boxes, newspaper for cushioning, heavy brown parcel paper, scissors, scotch tape, waterproof magic marker, money to puchase money order.

II. SETTING

A. Institution
B. Community residence, local bank, post-office, any store selling money orders.

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

MAILS PACKAGE

A. Familiarize client with following items: *fragile, perishable, this side up.*
B. Have client select appropriate box for item to be mailed.
C. Checklist for wrapping package:
  1. Wrap and cushion item in box to prevent damage.
  2. Wrap box in heavy brown paper (use grocery bag).
  3. Place address and return address on parcel.
  4. Place any special markings on parcel; i.e., *fragile,* etc.
  5. Tie parcel with cord according to directions from post-office.
D. When package is ready for mailing, role-play before going to post-office:
  1. Client is well dressed and groomed.
  2. Client has enough money.
  3. Client hands package to clerk and states intentions.
  4. Client pays postal clerk required postage.
  5. Client waits for change and counts it before leaving.

GETS MONEY ORDER

A. Client knows where to obtain a money order (post-office, bank).
B. Client knows how to obtain a money order. Role-play before trip to purchase money order:
  1. Client is well dressed and groomed.
  2. Client has enough money to obtain money order.
  3. Client states the amount of the money order (s)he wishes to obtain.
  4. Client pays clerk enough money to cover cost of order and service charge.
  5. Client properly fills out order with requested information.

PAYS BILLS BY MAIL

A. Train client not to send cash through mail (use check or money order).
B. Read instructions for payment of bill before enclosing payment. If client cannot read, instructor or friend should read for him/her.
C. Make out check or obtain money order for amount of bill.
D. Address envelope to the company or individual billing you; i.e., phone company, etc.
E. Enclose check or money order in envelope with payment card. Seal envelope.
F. Keep part of bill (customer's copy) for records.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici

LIFE
SKILLS
OBJECTIVE
PLAN

ABS Problem # 21 Miscellaneous Independent Functioning

Objective # 3 Deals with Simple Injuries Independently

I. MATERIALS

Soap, antiseptic, water, first aid cream, bandages.

II. SETTING

A. Institution – bathroom.
B. Community Residence – bathroom.

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

CUTS

A. Wash injured area thoroughly with soap and water.
B. Apply pressure on area with a clean cloth if bleeding continues.
C. Apply antiseptic to the injured area.
D. Cover area with a clean bandage.

BURNS

A. Place burned area under cold water.
B. Do not cover burned areas.
C. Apply first aid cream to burned area to temporarily soothe sting.

FOR MORE SERIOUS INJURIES:

A. Contact (or have a friend contact) doctor immediately.
B. Have a friend take you to a nearby Hospital Emergency Room.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 21 Miscellaneous Independent Functioning

Objective # 4 Knows how to locate doctor and dentist

I. MATERIALS

Telephone book, pad and pencil.

Telephone or Tele-trainer (can be borrowed free of charge from the telephone company).

II. SETTING

A. Institution – area with phone.

B. Community residence

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task

B. Observe resident perform task

C. Give positive reinforcement for successful attempt

D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Familiarize resident with the following sight words: *Physician, Dentist, Doctor.*

B. Familiarize resident with the following procedures for obtaining a physician:

1. Ask family or friends to recommend a good doctor/dentist to you.
2. Use the Telephone Directory – Yellow Pages under "Physicians."
3. Call the Medical Society's "Physicians Referral Service." This service is listed under "Medical Society" in the white pages of your phone book.

C. Go through the above procedures with the client, assisting him/her when necessary. Role-play calling the "Physicians Referral Service" before actually placing the call.

D. Once a good doctor and dentist have been located, copy down their name, address and phone and keep it by the phone in case of an emergency.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time

B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 21 Miscellaneous – Independent Functioning

Objective # 5 Schedules regular exams, pap tests, etc.

I. MATERIALS

Telephone or Tele-trainer, pad and pencil

II. SETTING

A. Institution – area with phone

B. Community residence

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task

B. Observe resident perform task

C. Give positive reinforcement for successful attempt

D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Schedule routine physical exam, pap tests, etc. at least once a year unless otherwise advised by your doctor. If these exams are to be scheduled once a year – try to go in the same month each year so that it is easier to remember when it's time to go for a check-up.

B. Role-play the steps below and clear up any problem areas before resident actually calls doctor's office and arranges for an appointment:

1. Locate doctor's phone number and telephone his office.
2. Identify yourself and state your purpose in calling when the phone is answered.
3. Speak clearly, providing the information the nurse requests.
4. Select a convenient (appointment) time which does not conflict with your working schedule.
5. Write down the date and time of the appointment or mark it in your calendar. (If client can not write, the instructor should assist by writing this information down from the client's verbal message.)
6. If a problem arises and the appointment has to be cancelled, notify the doctor's office as soon as you can and re-schedule a time.

C. Once the client has performed the above steps successfully through role-playing, have him/her use these acquired skills in the actual situation. Be there to assist client when necessary.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time

B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 21 Miscellaneous Independent Functioning
Objective # 6 Knows about Welfare Agencies

I. MATERIALS

Telephone (tele-trainer), pad and pencil.

II. SETTING

A. Institution
B. Community residence

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Resident is familiar with and knows the purpose of the following services:

1. Employment Agencies – assists you in finding employment.
2. Family and Child Services – assists you in solving marital and family problems.
3. Food Stamp Certification.
4. Legal Aid Society – provides free legal help.
5. Medical Society (Physicians Referral Service) – assists you in finding a physician.
6. Mental Health Center – assists you in solving personal problems.
7. Public Housing – assists you in finding low cost housing.
8. Vocational Rehabilitation – prepares the handicapped for employment.

B. Client knows how to contact the "Department of Public Welfare" for assistance (white pages in phone book).

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 21 Miscellaneous Independent Functioning

Objective # 7 Knows about Health Insurance Plans

I. MATERIALS

Copies of various Health Insurance Plans

II. SETTING

A. Institution
B. Community residence

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Client has or knows how to obtain Health Insurance:

1. Medicaid
2. Blue Cross / Blue Shield
3. Group Health
4. Other

B. Client has general knowledge of how and when to request benefits from his/her Health Insurance Plan. Ex. illness, injury, health maintenance, etc.

*NOTE

It may be helpful to visit an insurance company and gather the knowledge and necessary materials to relay to the client.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Elizabeth Hargett

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 45 Legal Consequences of Aberrant Behavior
Objective # 1 Familiar with different types of offenses

I. MATERIALS

Book – *Guide to the Community,* Volume III, "Coping with Problems of Daily Living," Elwyn Institute, Elwyn, Pa. and television set.

II. SETTING

A. Institution
B. Community residence

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Familiarize client with the following commonly committed offenses:

1. Assault and Battery
2. Burglary
3. Disturbing the Peace
4. Drug Abuse
5. Operating a Car while under the Influence of Alcohol
6. Manslaughter
7. Possession of a Dangerous Weapon
8. Trespassing
9. Vandalism
10. Underage Drinking

B. Set up a constructive television viewing session. View a detective or police story (i.e., F.B.I.) and point out some of the above offenses as they appear in the serial.

C. Describe a situation in which aberrant behavior is involved and have the client identify the offense committed.

D. Have client give examples of the offenses listed under item "a".

E. Review with client pages 36 - 45 of "Coping with Problems of Daily Living," Volume III, Elwyn Institute (if available).

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici/Elwyn Institute

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 45 Legal Consequence of Aberrant Behavior
Objective # 2 Familiar with legal consequences of these offenses

I. MATERIALS

Guide to the Community, Volume III. "Coping with Problems of Daily Living," Elwyn Institute, Elwyn, Pa.
Television set.

II. SETTING

A. Institution
B. Community residence, local courthouse, jail

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Familiarize client with the following consequences resulting from committing an offense:

1. Re-entrance to the facility (providing client is living in the community but still operating under the care of the facility).
2. Entrance to a Rehabilitation Facility (providing client is under a certain age requirement).
3. Payment of a fine.
4. Jail sentence.
5. Both a fine and a jail sentence.
6. Death Penalty (depending upon State and crime).

B. Set up a constructive television viewing session. View a detective or police story and point out some of the consequences people must pay for committing an offense.

C. Review with client pages 36-45 of "Coping With Problems of Daily Living", Volume III, Elwyn Institute. (if available)

D. A police officer could assist you in discussing this topic with clients. A visit to the local jail or community courthouse might prove helpful.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici/Elwyn Institute

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 46 Legal Rights

Objective # 1 Understands legal rights upon arrest

I. MATERIALS

Guide to the Community, Volume III "Coping With Problems of Daily Living," Elwyn Institute, Elwyn, Pa.

II. SETTING

A. Institution
B. Community residence/local courthouse, jail

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Familiarize client with the *Legal Aid Society* and its function.

B. Client knows where to locate the phone number of this Society in the telephone book (and has it written down in convenient place).

C. Review pages 36-45 and page 66 in Elwyn *Guide to the Community,* Volume III.

LEGAL RIGHTS UPON ARREST

A. If cause of arrest is not clear, ask police officer to explain it to you.

B. Remain silent if desired and wait until legal help arrives.

C. Notify your family or close friend and explain your situation.

D. If you have no family, or friend, contact your liaison person with the institution.

E. If you can not afford a lawyer's fees, a public defender will be appointed in your behalf.

F. Have a public defender, police officer, person from courthouse talk to the group and explain this process.

G. Role-play until you are sure they know how to respond and exert their legal rights upon arrest.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici/Elwyn Institute

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 46 Legal Rights

Objective # 2 Understands minimum legal vocabulary

I. MATERIALS

Guide to the Community, Volume III, "Coping With Problems of Daily Living," Elwyn Institute, Elwyn, Pa.
Television set.

II. SETTING

A. Institution
B. Community residence

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Review the legal vocabulary listed on page 45 in the book entitled "Coping With Problems of Daily Living" by Elwyn Institute.

1. Arrested – stopped and held by police
2. Assault and Battery – the act of attacking or hurting someone
3. Behavior – actions
4. Burglary – the act of taking something that does not belong to you
5. Constable Notice – a legal paper usually demanding payment
6. Disturbing the Peace – making noise in public or in your home that disturbs other people
7. Drug Abuse – the act of taking drugs that the law says you cannot use
8. Influence – power
9. Murder – to kill someone on purpose or accidentally
10. Public Defender – a lawyer the court picks to represent you if you can't afford to pay a lawyer yourself.
11. Responsibility – duty
12. Sue – to bring a problem to a court of law to be solved
13. Trespassing – the act of going on to someone else's property without permission
14. Vandalism – destroying property such as breaking windows
15. Witness – a person who sees or knows of something

B. Have client associate the definitions of these terms with their proper legal name.

C. Set up a constructive television viewing session. View a detective story, police serial, etc. and have client point out many of the actions on the show as they relate to the legal terms, i.e. arrest, burglary, murder, trespassing, etc.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici/Elwyn Institute

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 20 Telephone

Objective # 1 Uses Telephone Directory

I. MATERIALS

Telephone Directories (including both white and yellow pages)

Printed sample names and subjects for client to locate in directory. Pencil and paper. Telephone or Tele-trainer

II. SETTING

A. Institution

B. Community residence

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task

B. Observe resident perform task

C. Give positive reinforcement for successful attempt

D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Client is familiar with the Telephone Directory sections (white pages, yellow pages) and knows the purpose for each.

B. Client understands how the Telephone Directory is organized: Alphabetical order – white pages list "name" – yellow pages list by "subject."

FUNCTIONAL USE OF THE TELEPHONE DIRECTORY:

A. Client is given a printed sample name/subject to locate in the directory. (Begin using simple name samples that follow the sequential order of the alphabet, i.e., Abbey). (Begin using simple subjects that are described by pictures in the yellow pages).

B. As client shows proficiency, increase the difficulty and length of the sample names/subjects provided.

C. Have client suggest a friend, relative or subject listed in the directory.

   1. After locating the entry, have client copy down the information on a piece of paper (on his/her personal address and phone book), thus eliminating having to look up this same number again.

D. Role play by locating numbers in the directory and placing the call.

E. Client has list of emergency and most-used numbers in back of telephone directory so he/she does not have to use directory each time.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time

B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Maureen Lombardo

Life Skills Objective Chart
LEVEL I
Academic Skills

SECTION B

AREAS FOR TEACHING: Classroom, natural setting (e.g. bus stop, newspapers, T.V.)

STAFF RESPONSIBLE: Teachers, speech therapists, volunteers, clients

ABS Problem No.	Objective 1	Objective 2	Objective 3	Objective 4
19 Public Transportation	can read bus stop signs in bus & on street	reads bus schedule	recognizes different kinds of taxis	knows how to read bus, plane, or train schedule
28 Money Handling	recognizes signs in bank - knows addition (teller)	can write dollar values & fills out checks & deposit slips	understands & can fill out deposit withdrawal slips	uses bank facilities independently
29 Budgeting	saves money for particular purpose	prepares budget for fares, meals clothes, w/supervision	spends money w/some planning	can prepare budget w/supervision then w/o
32 Writing	writes short notes & messages	writes understandable personal letters	writes simple business letters	
37 Reading	reads words relating to transportation safety, telephone directory etc.	recognizes words relating to job & banking, & shopping	recognizes words relating to taxes, voting, leisure time	can read grocery ads, movie times, want ads, etc.
40 Misc. Language Development	can fill out job application	can use newspaper	understands time concepts	
34 Articulation (Speech Therapist)	speaks w/o halting, blocking	speech not hurried or pushed	speech not too labored or slow	speech easy to hear & understandable (to strangers)

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 19 Public Transportation

Objective # 1 Rides subway or bus for familiar journeys independently

I. MATERIALS

Money, wallet, purse, transfers, telephone.

II. SETTING

A. From institution into community
B. From community residence into community

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Knows address and phone number of place where he/she wants to go.
B. Knows name and/or number of bus he/she wants to catch.
C. Knows when bus will come, either can tell time or will wait till one comes.
D. Knows schedule if it is Sunday or a holiday.
E. Has correct amount of change.
F. Knows how to place money in the coin machine.
G. Gets transfer ticket if necessary.
H. Knows to sit in seats available or how to hold on safely if must stand.
I. Will offer older persons or disabled his/her seat.
J. Recognizes stop.
K. Knows how to get off and how to push door open.
L. If he/she misses stop, knows how to get back to correct stop; i.e., knows to ask bus driver; knows to get off at next stop and walk back to correct stop.
M. Knows to ask driver or another passenger if he/she needs assistance.
N. Has change to make a telephone call if he/she gets lost and has a number to call.
O. Knows how to ask location of phone if needed.
P. Knows not to accept a car ride from a stranger if waiting for a bus.
Q. Knows how to cross street after getting off bus.
R. Can transfer if necessary.
S. Knows when to take a cab or alternate transportation if needed.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith/E'lise Brown

LIFE
SKILLS
OBJECTIVE
PLAN

ABS Problem # 19 Public Transportation

Objective # 2 Rides subway or bus for unfamiliar journeys independently

I. MATERIALS

Money (correct change), wallet, purse, transfers, telephone.

II. SETTING

A. From institution/back.

B. From community residence/back.

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task

B. Observe resident perform task

C. Give positive reinforcement for successful attempt

D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Transportation skills:

1. Reads basic signs
2. Counts money
3. Tells time
4. Uses telephone
5. Asks questions
6. Hails cabs
7. Calls policemen if problem
8. Identifies location and destination
9. Produces identification
10. Knows directions (north, south)
11. Reads a map
12. Reads a schedule

B. Going to unfamiliar place:

1. Has above skills
2. Looks at schedule
3. Knows when bus will arrive
4. Lets driver know where he/she wants to go
5. Listens to driver and repeats instructions
6. If transfer is needed, asks driver to let him/her know proper stop
7. Asks where transfer bus will pick him/her up and what time
8. Makes phone call if problem arises

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time

B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith/E'lise Brown

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 19 Public Transportation

Objective # 3 Rides in taxi independently

I. MATERIALS

Money, wallet, purse, phone number and address of destination written down.

II. SETTING

- A. From institution to community and back.
- B. From community residence into community and back.

III. MASTER INSTRUCTIONAL PLAN

- A. When possible, demonstrate performance or task
- B. Observe resident perform task
- C. Give positive reinforcement for successful attempt
- D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

- A. Knows telephone number of cab company.
- B. Knows how to call cab, tell address where (s)he is, when (s)he wants cab, destination
- C. Can tell driver destination (so driver can understand)
- D. Has ample money to pay cab driver amount requested.
- E. Can count change.
- F. Knows amount of tip to give driver.
- G. Knows when to share cab.
- H. Knows how to hail cab on street.
- I. Knows cost of cab in comparison to other public transportation.
- J. Knows when to pick cab as best form of transportation.

V. EVALUATION AND FOLLOW UP

- A. When resident is acquiring new Life Skill, check performance every time
- B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith/E'lise Brown

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 19 Public Transportation

Objective # 4 Rides on plane, bus or train independently

I. MATERIALS

Money, tickets, wallet, purse, luggage.

II. SETTING

A. Institution to another city
B. Community residence to another city

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Selects most appropriate mode of transportation
B. Calls by telephone to determine schedule
   1. Tells information clerk where he/she wants to go, what day, what time he/she would like to arrive (afternoon or morning) and/or what time he/she needs to arrive.
   2. Can use a travel agent to help make arrangements.
C. Arranges for transportation to and from depot or airport.
D. Purchases ticket.
E. Checks luggage if it is heavy.
F. Carries and keeps track of light weight luggage.
G. Asks for the location where vehicle will be departing.
H. Walks to place of departure and checks in if necessary or stands in line.
I. Boards vehicle.
J. Gets off at proper destination. If unfamiliar, asks porter, driver, stewardess to notify him/her when destination has been reached.
K. Knows how and where to obtain luggage if it has been checked.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith/E'lise Brown

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 19 Public Transportation

Objective # 5 Passes Elwyn Social Achievement Test, Part VIII
(Tests on use of timetables and modes of transportation)

I. MATERIALS

Time tables, pencil, paper.

II. SETTING

A. Institution: Classroom or quiet area.
B. Community residence: Quiet area with a table.

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

TEST A. (Sample) A current timetable should be used to design test.

1. If you board the metrobus at 1200 King Street at 7:30, what time would you arrive at 10th and Pennsylvania? ________________
2. You have an appointment at 10th and Penn. at 9:00. What time should you board the metrobus to arrive on time from 1200 King Street?
3. You are going from 1200 King to 10th and Penn. How much is the fare? ____________________
4. What are two forms of transportation from 1200 King Street to 10th and Penn?

TEST B.

1. The metrobus arrives at 10th and Penn. at 8:45. What time did it leave from 1200 King?
2. If you were sick and had to go to the hospital, what form of transportation would you take? (Sometimes calling a neighbor is fastest.)

TEST C.

Have client plan a trip from place of residence to a place they would like to go. Check it out. As reward for solving Problem #19, go on trip with resident. Pass off on Master Problem List.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith/Elwyn Institute

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 28 Money Handling
Objective # 1 Passes Elwyn Social Achievement Test Part IX

I. MATERIALS

Pencil and paper, savings account book (preferably the residents'), deposit and withdrawal slips, a completed check.

II. SETTING

A. Classroom setting – institution
B. Local bank, savings and loan association, etc.

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Use Elwyn test pages as a guide for teaching the client how to use a bank. Do not be concerned wtih the point-credit system.

B. If client does not have a savings account at this time, try to secure forms from the bank that he/she will use in the future.

C. Modify items so they relate to needs of the client.

D. Alter the exact test items to be sure client understands *concept;* i.e., deposit slip, withdrawal slip, savings account book, checks.

E. Check client out in realistic setting – local bank or savings and loan association before signing off on Master Problem List.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici/Elwyn Institute

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 28 Money Handling
Objective # 2 Passes Elwyn Social Achievement Test Part II

I. MATERIALS

Pad and pencil, 2 one-dollar bills, 3 half-dollars, 10 quarters, 10 dimes, 10 nickels, and 25 pennies.

II. SETTING

A. Institution
B. Community

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Use Elwyn test pages as a guide for teaching the client to handle money. Do not be concerned with totaling the points or securing the worksheets mentioned in the test.

B. Alter the exact test items to be sure client understands *concept;* i.e., coin recognition, addition, addition of actual expenditures, equivalents, writing (or reading) monetary values, counting change.

C. Check client out in realistic setting – canteen, shopping trip, etc., before signing off on Master Problem List.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici/Elwyn Institute

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 28 Money Handling

Objective # 3 Uses checking and savings account with assistance

4 Uses checking and savings account independently

I. MATERIALS

Check book – sample checks, check deposit slips, statements of account, flash cards for bank terms, forms for opening account, savings deposit and withdrawal slips, bank book.

II. SETTING

A. Classroom setting – institution
B. Local bank, savings and loan association, etc.

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

SAVINGS ACCOUNT (OBJ. #3)

A. Resident/client saves money for enough to open an account.
B. Select bank client will be using.
C. Secure forms from that bank and familiarize client with type of questions asked before going to bank.
D. Obtain savings deposit and withdrawal slips. Role-play situation where client has to fill out forms.
E. Once client demonstrates proficiency in using and understanding the forms, accompany to bank and go through the process of opening up a savings account, assisting if necessary. (Be sure client has enough money and is well-groomed.)
F. Once client has received bank book, explain contents and answer any questions.
G. Have client keep bank book in safe place.
H. Instructor should accompany client to bank until client can function independently.

CHECKING ACCOUNT* (OBJ. #4)

Ditto steps above – substituting Checking for Savings Account.

A. Assist client in balancing check book. Be sure to include service charges. Role-play. Set up situations where client must balance account.
B. Familiarize client with a typical monthly statement containing cancelled checks and the balance left in account. Have client check these statements against deposit register to make sure they coincide.
C. Client uses bank independently.

*Since maintaining a check book is quite a difficult task, instructor should closely monitor the checks to be sure client does not overdraw. Decrease supervision as client demonstrates proficiency.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 29 Budgeting

Objective # 1 Saves money for particular purpose – one week at a time for four weeks.

1. MATERIALS

Stack of envelopes, pen or pencil, locked drawer or cabinet.

II. SETTING

A. Institution
B. Community residence.

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Wants to save money to buy a pair of pants that cost $12.00.
B. Selects an envelope.
C. Marks envelope 'PANTS'!
D. Puts $3.00 in envelope every week right after being paid.
E. Puts envelope in safe place preferably locked.
F. At the end of four weeks has $12.00.
G. Purchases the item.
H. Modify this plan and use this envelope system as the client makes other purchases.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 29 Budgeting

Objective # 2 Budgets fares, meals, clothes, etc., one week a time for 2 months. Stays within budget, close supervision.

I. MATERIALS

Money, envelopes, pen/pencil locked cabinet or drawer.

II. SETTING

A. Institution – own room
B. Community residence

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Client and instructor decide how much money to set aside for each of the client's expenses.

B. Selects envelopes and labels each one as follows: (Puts amount budgeted on envelope)

1. House rent
2. Utilities (gas, water, electricity)
3. Telephone
4. Newspaper/Magazines
5. Bus fare
6. Food in residence
7. Food at work
8. Clothes
9. Cosmetics/Personal Hygiene items
10. Entertainment

C. Puts envelopes #1, 2, 3, 4, 6, 8 and 9 in locked drawer taking them out when there is need to spend. Puts envelopes #5, 7 and 10 in wallet or purse.

D. With supervision, client adds 1 portion of his/her pay to envelope following each pay day.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 29 Budgeting

Objective # 3 Spends money within the framework of objectives #1 & 2. (under "Budgeting"), close supervision.

I. MATERIALS

Money, envelopes.

II. SETTING

A. Institution – coffee shop, store
B. Community

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Pays expenses from envelope as needed throughout the week.
B. Envelopes are checked every day with supervisor.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 29 Budgeting

Objective # 4 Controls own major expenditures for 30 days with slight supervision

5 Controls own major expenditures for 30 days with no supervision

6 Controls own expenditures with follow-up every 3 months.

I. MATERIALS

Money, envelopes, wallet, purse, locked drawer.

II. SETTING

A. Institution, on grounds and in community.

B. Community residence and in community.

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task

B. Observe resident perform task

C. Give positive reinforcement for successful attempt

D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

OBJECTIVE #4:

A. Uses envelopes as before. One more envelope entitled *miscellaneous* with notes as to what money taken from this envelope is spent for.

B. Spends money for 30 days with supervisor checking weekly.

OBJECTIVE #5:

A. Uses envelope system for 30 days.

B. Checked only monthly by supervisor.

OBJECTIVE #6:

A. Uses envelope system for three months.

B. Supervisor follows up after three months or when resident requests.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time

B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith

LIFE
SKILLS
OBJECTIVE
PLAN

ABS Problem # 32 Writing

Objective # 1 Writes Short Notes and Messages

I. MATERIALS

Flashcards for the numbers 1-31, the months of the year and key words (as described below).

II. SETTING

A. Institution
B. Community residence

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Familiarize client with the numbers 1-31, the months of the year and key words relating to his needs (doctor, dentist, police, job, etc.).

B. Have client practice writing the above numbers, months and key words. This will assist him/her in recording phone numbers, scheduling appointments, etc.

1. Client can record a simple telephone message, i.e., Call John 498-3542.
2. Client can write simple reminders to him/herself, i.e., Work 8:30 - 4:30, Doctor - July 29 - 9:00 a.m., etc.
3. Client can make a simple shopping list; i.e., bread, cereal, eggs, toothbrush, etc. (Names could be copied off previously purchased items if necessary.)

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici

LIFE
SKILLS
OBJECTIVE
PLAN

ABS Problem # 32 Writing
Objective # 2 Writes sensible and understandable personal letters

I. MATERIALS

Lined stationery, pen/pencil.

II. SETTING

A. Institution
B. Community residence

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Client discusses with instructor the type of information to be included in the letter. Instructor will aid client by making suggestions.
B. Instructor shows client an example of a well-written personal letter, discussing the letter's strong points – ample spacing between words, complete erasures, neatness, etc.
C. Date letter in upper right-hand corner.
D. Begin letter with appropriate greeting; e.g., "Dear Sue,"
E. Write about topics discussed in item A.
F. Close with appropriate closing and signature; e.g., From,
Larry
G. Client and instructor will proof-read letter correcting any major spelling and checking letter for spacing between words, complete erasures, neatness, form, etc.
H. Have client re-do letter with corrections so final copy is acceptable.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 32 Writing

Objective # 3 Writes simple business letter

I. MATERIALS

Lined stationery, pen/pencil.

II. SETTING

A. Institution
B. Community Residence

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Client discusses with instructor the type of information to be included in the letter. (Instructor will aid client by making any necessary suggestions.)
B. Instructor shows client an example of a well written business letter, discussing the letter's good points — ample spacing between words, complete erasures, neatness, etc.
C. Client dates letter in the upper corner of his/her stationery.
D. Client begins letter with the greeting, i.e., "Dear Sir:"
E. Client states purpose in writing the letter. (Including the information discussed with his instructor in item "A.")
F. Upon completion of the letter, client signs name:

Sincerely,
Peter Jones

G. Client includes address where he/she can be reached on letter if a reply is necessary.
H. Client and instructor will proof-read letter, correcting any spelling errors and checking letter for; spacing between words, complete erasures, neatness, etc.
I. (For letter having a large quantity of errors) Client and instructor should discuss errors. Client should re-copy letter making the necessary corrections.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 37 Reading (Objectives 1, 2, 3)

Objective # 1 Passes Elwyn Social Sight Vocabulary Test, Items A,B,C,L under Part I.
2 Passes Elwyn Social Sight Vocabulary Test, Items D,E,F,I.
3 Ditto Items G,H,K,L,M.

I. MATERIALS

Flash cards – one set with each individual word printed on it. Couple this with a picture cue when possible.

II. SETTING

A. Institution
B. Community setting; e.g., group home, day care center, etc.

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Present each card individually. Say the word, briefly explain the meaning of the word. Have the client repeat the word. Repeat procedure several times for each word.

B. Flash the cards individually, having the client recognize each word. Repeat until all words are correctly read.

C. Show the client one card which contains all of the words. Ask the questions contained in the Elwyn test concerning the sight vocabulary (concept). Have the client point to and pronounce the proper response. Repeat until all responses are correct.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Dierdre Trent/Elwyn Institute

LIFE
SKILLS
OBJECTIVE
PLAN

ABS Problem # 37 Reading

Objective # 4 Reads grocery ads, movie time tables, want ads, etc.

I. MATERIALS

A standard newspaper.

II. SETTING

A. Institution
B. Community residence

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

USE OF THE NEWSPAPER

A. A standard (area) newspaper should be used. Ten questions are given below. Have the client answer the questions – offer assistance if necessary.

1. The headline usually tells the most important news item that happened today. What is it?
2. In what store can you buy a television set for under $200.00?
3. A newspaper has an index listing page numbers of all regular departments and features. Find it.
4. What is the movie on the late show tonight?
5. What movie is playing tonight at the ____________ theater?
6. On what page do you find job listings?
7. Find a job listing in a ____________. How would you reach the employer?
8. You have a job with ____________ and you wish to live close by. Find an apt.
9. You are interested in buying a refrigerator. Use the classified section to find where you might buy one.
10. Find the sports (male)/fashion (female) page.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Deirdre Trent, Janet Breen/Elwyn Institute

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 40 Miscellaneous Language Development

Objective # 1 Passes Elwyn Social Achievement Test

Part V – Job Application Blanks

I. MATERIALS

Elwyn Social Achievement Test, pages 90-91, Elwyn Institute. Flashcards for job application blank terms. Assorted job application blanks.

II. SETTING

A. Institution
B. Community residence

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Instructor will familiarzie client with the following terms commonly seen on job applications: (Use flashcards)

Name
Address
City / Town
State
Zip Code
Telephone Number
Date of Birth / Age
Place of Birth
Single
Married

Sex – Male/Female
Height
Weight
Social Security Number
Education
Last Employer
Duties
Signature
Date

B. Client and instructor will review and discuss the items on a typical job application.

C. Client will practice filling in a (relatively simple) job application blank with assistance from instructor when necessary.

D. Client will progress to job applications requiring more information. (Instructor will decrease assistance until client is performing task independently.)

E. Client will demonstrate mastery of this skill by filling out a job application in the real life situation while actually seeking employment.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici/Elwyn Institute

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 40 Miscellaneous Language Development

Objective # 2 Passes Elwyn Social Achievement Test, Part VI, use of a newspaper

I. MATERIALS

Elwyn Social Achievement Test, pages 91-92, Elwyn Institute.
Area newspaper.

II. SETTING

A. Institution
B. Community residence

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

Use the Elwyn Social Achievement pages as a guide for teaching the resident how to use a newspaper. Do not be concerned with the point system mentioned or the time frame allowed for each resident response.

Special concentration should be spent on the following objectives:

A. Client knows how to find and how to follow up the "Employment Wanted" section in the Classified Ads.
B. Client knows how to locate the "Merchandise For Sale" section in the Classified Ads and how to follow up on an ad.
C. Client knows how to locate the "Apartments For Rent" section and how to follow up on an ad.
D. Client locates Department/Drug and Supermarket sale pages.

*For the client with minimal reading skills (or simply as a supplement to the newspaper), television news can help keep the client informed of major happenings or those affecting his way of life. Assist client in learning which programs offer pertinent information.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici/Elwyn Institute

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 40 Miscellaneous Language Development
Objective # 3 Passes Elwyn Social Achievement Test, Part IV, Time Concepts

I. MATERIALS

An alarm clock (or other *real* clock), a recent calendar. Elwyn Social Achievement Test, pages 83-90, Elwyn Institute.

II. SETTING

A. Institution
B. Community residence

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

Use the Elwyn Social Achievement pages as a guide for teaching and resident to use a clock and calendar. Do not be concerned with the point system mentioned or the time frame allowed for each resident response.

USING THE CLOCK:

A. Client is aware of the time (s)he participates in various activities: job, meals, religious services, medical appointments, school functions, etc.
B. Client knows what time (s)he must get up in the morning to prepare for and travel to work, school, etc.
C. Client can properly set his/her alarm clock.

USING A CALENDAR:

A. Client uses calendar to schedule appointments, holidays, vacations, etc.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici/Elwyn Institute

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 34 Articulation

Objective # 1-4 Passes items on Life Skills Objective Chart

I. MATERIALS

None necessary.

II. SETTING

Wherever you are talking or listening to a client.

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

Listen carefully to client. Listen as though you were a stranger. If you have difficulty understanding client, follow steps below:

A. Stop client. Do not accept poor speech. Do not "interpret."
B. Tell client you cannot understand what they are trying to say.
C. Tell client *why* you cannot understand according to items on Objective Chart; e.g., "You're speaking too slowly." "I cannot hear you." etc.
D. Have client try again.
E. If you still cannot understand, demonstrate. Pick a brief statement (or word) the client is trying to say.
F. Have client repeat statement.
G. Reward for change in positive direction.
H. If client does not respond to this procedure, check with consultant in speech therapy to be sure there are no physiological reasons for inability to improve.
I. Be sure Mini-Team and any other staff/client people who communicate with client are aware of problem and give consistent feed-back to client.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

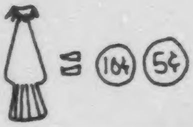
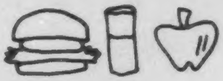
SOURCE: Geneva S. Folsom

Life Skills Objective Chart
LEVEL I
Money & Shopping Skills

SECTION C

AREAS FOR TEACHING: Community

STAFF RESPONSIBLE: Outreach workers, group home leaders, social workers, counselors

ABS Problem No.	Objective 1	Objective 2	Objective 3	Objective 4
28 Money Handling	goes to banks reads signs independently	uses checking account w/help	uses savings account w/help	uses bank facilities independently
29 Budgeting	saves money for particular purpose	budgets fares, meals, clothes, w/supervision	spends money w/some planning	controls money for 1 month - w/supervision w/o supervision
30 Errands	shops at grocery store	shops at drug store	goes to barber & beauty shop	goes to several shops - different purchases
31 Purchasing	buys own clothing accessories (socks, stockings)	buys own clothing w/supervision	buys own clothing w/o supervision	
				

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 28 Money Handling
Objective # 1 Passes Elwyn Social Achievement Test, Part II

I. MATERIALS

Pad and pencil, 2 one-dollar bills, 3 half-dollars, 10 quarters, 10 dimes, 10 nickels, and 25 pennies.

II. SETTING

A. Institution – situations where money is handled
B. Community – bank

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Use Elwyn test pages as a guide for teaching the client to handle money. Do not be concerned with totaling the points or securing the worksheets mentioned in the test.

B. Alter the exact test items to be sure client understands *concept;* i.e., coin recognition, addition, addition of actual expenditures, equivalents, writing for reading) monetary values, counting change).

C. Check client out in realistic setting – canteen, shopping trip, etc. before signing off on Master Problem List.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici/Elwyn Institute

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 28 Money Handling

Objective # 2 Passes Elwyn Social Achievement Test, Part IX

I. MATERIALS

Pencil and paper, savings account book (preferably the residents'), deposit and withdrawal slips, a completed check.

II. SETTING

A. Classroom setting – institution
B. Local bank, savings and loan association, etc.

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Use Elwyn test pages as a guide for teaching the client how to use a bank. Do not be concerned with the point-credit system.

B. If client does not have a savings account at this time, try to secure forms from the bank that he/she will use in the future.

C. Modify items so they relate to needs of the client.

D. Alter the exact test items to be sure client understands *concept;* i.e., deposit slip, withdrawal slip, savings account book, checks.

E. Check client out in realistic setting – local bank or savings and loan association before signing off on Master Problem List.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici/Elwyn Institute

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 28 Money Handling

Objective # 3 Uses checking and savings account with assistance

4 Uses checking and savings account independently

I. MATERIALS

Check book-sample checks, check deposit slips, statements of account, flash cards for bank terms, forms for opening account, savings deposit and withdrawal slips, bank book.

II. SETTING

A. Classroom setting – institution
B. Local bank, savings and loan association, etc.

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

SAVINGS ACCOUNT (Obj. #3)

A. Resident/client saves enough money to open an account.
B. Select bank client will be using.
C. Secure forms from that bank and familiarize client with types of questions asked before going to bank.
D. Obtain savings deposit and withdrawal slips. Role-play situation where client has to fill out forms.
E. Once client demonstrates proficiency in using and understanding the forms, accompany to bank and go through the process of opening up a savings account. Assist if necessary. (Be sure client has enough money and is well groomed.)
F. Once client has received bank book, explain contents and answer any questions.
G. Have client keep bank book in safe place.
H. Instructor should accompany client to bank until client can function independently.

CHECKING ACCOUNT* (Obj. #4)

Ditto steps above substituting Checking for Savings Account (A through H).

I. Assist client in balancing check book. Be sure to include service charges. Role-play. Set up situations where client must balance account.
J. Familiarize client with a typical monthly statement containing cancelled checks and the balance left in account. Have client check these statements against deposit register to make sure they coincide.
K. Client uses bank independently.

*Since maintaining a check book is quite a difficult task, instructor should closely monitor the checks to be sure client does not overdraw. Decrease supervision as client demonstrates proficiency.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 29 Budgeting

Objective # 1 Saves money for particular purpose — one week at a time for 4 weeks

I. MATERIALS

Stack of envelopes, pen or pencil, locked drawer or cabinet.

II. SETTING

A. Institution
B. Community residence

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Wants to save money to buy a pair of pants that cost $12.00.
B. Selects an envelope.
C. Marks envelope PANTS!
D. Puts $3.00 in envelope every week right after being paid.
E. Puts envelope in safe place — preferably locked.
F. At the end of four weeks — has $12.00.
G. Purchases the item.
H. Modify this plan and use this envelope system as the client makes other purchases.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 29 Budgeting

Objective # 2 Budgets fares, meals, clothes, etc. one week for 2 months. Stays within budget, close supervision.

I. MATERIALS

Money, envelopes, pen/pencil locked cabinet or drawer.

II. SETTING

A. Institution – own room
B. Community residence

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Client and instructor decide how much money to set aside for each of the client's expenses.

B. Selects envelopes and labels each one as follows: (Puts amount budgeted on envelope)

1. House rent
2. Utilities (gas, water, electricity)
3. Telephone
4. Newspaper/Magazines
5. Bus fare
6. Food in residence
7. Food at work
8. Clothes
9. Cosmetics/Personal Hygiene items
10. Entertainment

C. Puts envelopes #1, 2, 3, 4, 6, 8 and 9 in locked drawer taking them out when there is need to spend.
Puts envelopes #5, 7 and 10 in wallet or purse.

D. With supervision, client adds 1 portion of his/her pay to envelope following each pay day.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 29 Budgeting
Objective # 3 Spends money within the framework of objective #1 & 2 (under "Budgeting"), close supervision.

I. MATERIALS

Money, envelopes.

II. SETTING

A. Institution – Coffee shop, store
B. Community

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Pays expenses from envelope as needed throughout the week.

B. Envelopes are checked every day by and with a supervisor.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 29 Budgeting

Objective #
4 Controls own major expenditures for 30 days with slight supervision
5 Controls own major expenditures for 30 days with no supervision
6 Controls own expenditures with follow-up every 3 months.

I. MATERIALS

Money, envelopes, wallet, purse, locked drawer.

II. SETTING

A. Institution, on grounds and in community.
B. Community residence and in community.

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

OBJECTIVE #4:

A. Uses envelopes as before. One more envelope entitled *miscellaneous.*
B. Spends money for 30 days with supervisor checking weekly.

OBJECTIVE #5:

A. Uses envelope system for 30 days.
B. Checked only monthly by supervisor.

OBJECTIVE #6:

A. Uses envelope system for three months.
B. Supervisor follows up after three months or when resident requests.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 30 Errands
Objective # 1 Shops at Grocery Store

I. MATERIALS

Empty food cans and boxes, supermarket advertisements, pad and pencil, money (calculator-optional).

II. SETTING

A. Institution (role play)
B. Community Supermarket

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Practice identifying various groceries and their prices. (Use the empty food cans and boxes for this purpose.)
B. Use supermarket advertisements in the newspaper – identify groceries and prices. (For client who can not read – use advertisements with pictures.)
C. Familiarize client with the prices of commonly purchased items, i.e., eggs, milk, bread, etc.
D. If client is capable of this: Before going to grocery, write down items needed in order of priority with their approximate price. By adding this, he will have a good idea of the money necessary for the food purchase. (This will aid in budgeting because he can eliminate a few of his less essential items if he sees his bill will be too high.)
E. Role-play situations where a client has a given amount of money and selects some groceries. (Be sure to point out if resident has over spent.)
F. Select a grocery store which is conveniently located for resident and is moderately priced.
G. Accompany "appropriately dressed" client to this grocery a number of times to familiarize him with the location of groceries.
H. Aid client in the selection of groceries, i.e., checking for freshness, avoiding brown, spotty fruit, cracked eggs, etc.
I. Client uses the Express Line with a small number of items.
J. Client hands cashier proper amount of money and waits for change (if any).
K. Client asks for sales receipt if none is given.

NOTE: An inexpensive pocket calculator may prove very helpful for grocery shopping. Have resident practice using it before taking it to supermarket. Role-play the following:

1. Client enters the amount of money allotted for groceries on his calculator, i.e., $10.00.
2. Client selects groceries in order of priority and subtract each item from the $10.00.
3. When calculator registers $1.00 or less, it is advisable for client to checkout unless an inexpensive item is still sought.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 10

Objective # 2 Shops at drug store

I. MATERIALS

Empty cans and boxes of hygiene items, medicines, etc. Drug store advertisements, pad and pencil, money, small calculator.

II. SETTING

A. Institution (role-play)/canteen
B. Community drug store

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Practice identifying various items and current prices. Use the empty cans, boxes, etc.
B. Use drug store advertisements in the local newspaper. Identify articles and prices. For clients who cannot read, use advertisements with pictures. Make them aware of words on TV ads.
C. Familiarize client with prices of commonly purchased items; i.e., soap, toothpaste, shampoo, etc. Teach client to buy the bargain items.
D. If client is capable, have him/her make a list of supplies needed (and wanted). Add the list. If cost is too high, help them eliminate unnecessary items or substitute for items that cost less.
E. Role-play shopping expedition. If client over-spends, point this out.
F. Select a drug store which is conveniently located for client and is moderately priced.
G. Accompany "appropriately dressed" client to this drug store enough times to familiarize him/her with the location of various categories of articles.
H. Aid client in the selection of articles.
I. Client hands cashier proper amount of money and waits for change (if any).
J. Client asks for sales receipt if none is given. (Have client look at sales receipt and account for what was spent when you return to institution/home.)

NOTE: An inexpensive pocket calculator may prove very helpful for shopping. Have client master the skills of using it before taking it into public place. Teach client to use in following way:

1. Client enters amount of money allotted for drug items; e.g., $10.00.
2. Client subtracts sums as he/she makes purchases.
3. When calculator registers less than $1.00, check out unless client can anticipate that another purchase will not put him/her over the allotment.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 30 Errands

Objective # 3 Goes to Beauty or Barber Shop

I. MATERIALS

Enough money to pay for services.

II. SETTING

A. Institution – Cosmetology area
B. Community barber shop or beauty salon

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Client budgets money so that enough is set aside for a trip to the beauty or barber shop.
B. Role-play beauty/barber shop situation to familiarize the client with expected behavior.
C. Selects beauty/barber shop conveniently located and moderately priced.
D. Makes an appointment if necessary.
E. Accompany the "well groomed" client to the shop or have another client experienced in this area accompany him/her.
F. If shop is crowded client waits turn quietly, i.e., looks at a magazine, etc.
G. Describes to operator what is to be done with hair, i.e., cut, trim, shampoo, set, rinse, etc.
H. Responds appropriately to any social exchange with operator.
I. After operator finishes, client pays for services.
J. Waits for change (if any) and counts it to make sure there is no error.
K. Leaves operator a tip if desired. (Judge this according to what can be afforded.)

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 30 Errands

Objective # A Goes to several shops and specifies different items.

I. MATERIALS

Pre-priced merchandise to be used for objective "A." Money to pay for actual purchases.

II. SETTING

A. Institution (role-play)
B. Community shopping center

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Client will identify at least three (somewhat unrelated) items he needs to purchase, i.e., shirt, deodorant, a record.
B. Discuss the types of stores these items would be found in, i.e., clothing store, drug or department store, record shop.
C. With assistance, have client figure the approximate cost for the three items.
D. Have client determine if he has enough money.
E. Role-play the selection and purchase of the items before going to the shopping center.
F. Accompany client to a nearby shopping center or have a client capable in this area accompany him. (Make sure client is well-groomed.)
G. Have trainee select and purchase his items in the various stores.
H. Observe client to see that the following is being done:
  1. Client hands cashier money.
  2. Client waits for change (if any), merchandise and receipt.
  3. Client checks his change for error.
  4. Client responds appropriately to any social exchange.
I. Upon client's return, discuss the trip and any problems the client may have encountered.
J. Work any problems out through role-playing before another trip to the shopping center is taken.

NOTE: Follow Problem #30, objective 1 & 2 (calculator).

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici

LIFE
SKILLS
OBJECTIVE
PLAN

ABS Problem # 31 Purchasing
Objective # 1 Buys own clothing accessories (socks, etc.)

I. MATERIALS

Clothing accessories list, list of clients' sizes, enough money for purchases.

II. SETTING

A. Institutional store (if available)
B. Community department store

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Client knows sizes for following clothing accessories:

1. undergarments
2. socks
3. stockings
4. shoes
5. hats
6. gloves
7. belts

B. Client knows what items may and may not be tried on before purchase.
C. Client knows how to use dressing room when unsure of proper size.
D. Assist client in assembling adequate amount of clothing accessories. Suggested list below. Client need not purchase all of these at once, but should work toward having an adequate supply.

1. undershorts or panties	10
2. bras	3
3. shoes	2 pair; one casual, one dress
4. socks/hose	3 pair for women; 7 pair for men
5. belt for pants	2 (dress and work)
6. overshoes or winter boots	1 pair
7. head scarves or hat	2
8. umbrella	1
9. jewelry-watch first	optional

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith, Jean Federici, Janette Breen

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 31 Purchasing
Objective # 2 Buys own clothing with slight supervision
3 Buys own clothing without supervision

I. MATERIALS

Money to purchase clothing, list of client's clothing sizes (if necessary).

II. SETTING

A. Institution (role-play – or purchase if possible)
B. Community Department Store/s

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

#2 A. Client purchases clothing accessories with someone accompanying him/her but not making decisions or suggestions (unless needed or asked).
B. In addition, client buys the following in wash and wear fabrics;

WOMEN
Dresses 3
Pantsuits 2 (use pants to make other outfits)
Blouses 5
Coat 1 (all weather coat with a zip-in lining for the winter months).

MEN
Pants 1 (dress) 5 (work)
Shirts 5
Sport Jacket 1
Coat 1 (all weather coat with a zip-in lining for the winter months).

#3 A. Client purchases all items listed above independently without supervision.
B. Client buys sensibly when new clothing is needed.
C. Client shops for wash and wear materials when purchasing clothing.
D. Client shops at moderately priced Department Stores.
E. Client reads sale advertisements in newspaper and purchases sale items.
F. Client knows about *Thrift, Good as New* and *Goodwill* stores.

NOTE: All these clothing items need not be purchased at once but should be purchased over a period of time.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith

Life Skills Objective Chart

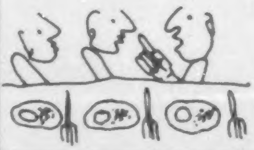
LEVEL I

Semi-Independent Living Skills

SECTION D

AREAS FOR TEACHING: Group home, half-way house, transitional unit

STAFF RESPONSIBLE: Residence workers, counselors, volunteers, clients

ABS Problem No.	Objective 1	Objective 2	Objective 3	Objective 4
44 Room Cleaning	cleans own room	cleans own room well	cleans room without prompting	cleans bathroom & kitchen cleans apt.
45 Laundry	washes, dries & folds clothing	irons clothing when appropriate	mends clothing	takes clothes to cleaner
47 Food Preparation	prepares simple meals - no cooking	cooks simple foods (mixes eggs)	prepares adequate meal	plans & prepares nutritious meals budgets meals
49 General Domestic Activity	washes, dries, puts away dishes	cleans & takes care of stove, refrigerator	helps with chores when asked	does house-hold chores routinely plans time accordingly
58 Responsibliity	takes care of personal belongings			
Part 2 44 Medications	knows how to use pharmacy for prescriptions	familiar w/forms of medical preparations - pills, suppositories	familiar w/route of administration (oral, rectal)	administers medication to self knows side effects
				

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 44 Room Cleaning

Objective # 1 Cleans Own room

I. MATERIALS

Trash basket, clothes hamper or bag, dresser, bed, drawers, clothes hangers, bookshelf or table.

II. SETTING

A. Room within institution
B. Room in community

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Makes bed, pulls sheets, blankets, and bedspread up over pillow.
B. Puts clean clothes in drawers (folded if possible) or puts clean clothes on hangers and hangs in closet.
C. Puts dirty clothes in hamper or dirty clothes bag.
D. Puts trash in trash basket.
E. Puts books, papers, jewelry and personal items on top of dresser, table, or shelf.
F. Puts shoes in closet.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 44 Room Cleaning

Objective # 2 Cleans own room thoroughly and well
3 Cleans room without prompting

I. MATERIALS

Clothes hangers, trash basket, clothes hamper/bag, broom/vacuum cleaner, furniture polish, dust cloth, dust pan, mop, water bucket, floor cleaner, clean sheets – pillow cases – bed spread, etc.

II. SETTING

A. Room in the institution
B. Community residence

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

OBJECTIVE NO. 2

A. Strips bed, putting dirty sheets and pillow cases in hamper or bag.
B. Makes bed.
C. Puts clean clothes on hangers and hangs in closet.
D. Folds clean clothes and places in drawers.
E. Places dirty clothes in hamper or bag.
F. Puts personal items (books, paper, jewelry, etc.) in place where kept.
G. Puts shoes in closet.
H. Puts trash in trash basket.
I. Sweeps floor/vacuums carpet or mops floor if necessary.
J. Dusts area using clean cloth and furniture polish where needed.
K. Cleans out closet.
    1. Sorts out clothes to be put away according to season.
    2. Checks clothes that need to be washed, mended, etc.
    3. Arranges shoes neatly together or placees them in shoe bags.
    4. Removes items no longer needed or used.
    5. Arranges items on shelf, dresser, etc. neatly.
L. Empties trash basket/s.
M. Places all cleaning materials in their appropriate places.

OBJECTIVE NO. 3

A. Make sure client has mastered the skills above before expecting him/her to perform without prompting.
B. Counsel client on the consequences of a poorly kept room, i.e., roaches, difficult to locate items when needed, problems with landlord if living in an apartment, etc.
C. Set up schedule of room cleaning activities and post in client's room.
D. Client checks schedule off daily to remind and maintain skills.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith, Geneva Folsom, Jean Federici

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 44 Room Cleaning

Objective # 4 Cleans bathroom and kitchen well

I. MATERIALS

(for cleaning bathroom) Wastebasket, broom, dust pan, cleaning cloths, cleanser, mop soap, clean towels, clean wash cloths, toilet paper, tub and toilet brush, water and vinegar solution (for cleaning windows).

II. SETTING

A. Institution bathroom
B. Community residence bathroom

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

BATHROOM

A. Cleans sink
Uses wet cloth and cleanser, rinsing cloth out in bathtub when necessary
B. Cleans bathtub
Uses wet cloth, cleanser and long handled brush. Uses warm water from tub faucet to rinse and clean brush.
C. Cleans mirror – Uses wet cloth, rubs off marks, uses dry cloth to polish.
D. Cleans walls and woodwork when necessary.
E. Cleans toilet tank, inside and outside of bowl and wipes up around toilet.
F. Washes windows when needed (uses solution of 2 quarts hot water to 1 cup of vinegar). Uses clean cloths to wipe and polish.
G. Removes dirty towels and washcloths and places them in hamper.
H. Hangs up clean towels and washcloths.
I. Puts a new bar of soap at sink and tub if needed.
J. Puts in a new roll of toilet paper and keeps a spare near by.
K. Sweeps floor using broom and dust pan.
L. Mops floor using detergent, sponge mop and a pail.
M. Puts away all cleaning materials.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith/L.E.M. Curriculum, Fergus Falls State Hospital, Minnesota

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 44 Room Cleaning
Objective # 4 Cleans bathroom and kitchen well

I. MATERIALS

(for cleaning kitchen) Cleaning cloth, sponge, cleanser (Ajax—least expensive, Bon Ami—doesn't scratch porcelain), scrubbing pad (Brillo), rubber gloves, dish detergent, bar of hard soap, hand cream, dish cloth, dish towel, hand towel, ammonia or Arm and Hammer oven cleaner, pots and pans for boiling water, broom, dust pan, sponge mop.

II. SETTING

A. Institutional kitchen
B. Community residence kitchen

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

KITCHEN

A. Clear table
B. Scrape, sort and stack dishes
C. Put leftovers (if any) in containers and into refrigerator.
D. Wash dishes by hand (use of rubber gloves - optional)
   Stop up sink and squirt in liquid dish detergent
   Fill sink with warm to hot water - enough to cover dishes.
   Follow this order when washing: glasses—utensils—plates—pots and pans.
   Use brillo or other scrubbing pad for stubborn stains or food particles.
   Clean and rinse sink.
E. Wipe off table, counters and stove with wet soapy cloth.
F. Sweep floor (if necessary) using broom and dust pan.
G. Mop floor if needed using detergent, sponge mop and a pail.
H. Put dishes from drainboard away in cabinets once they have dried.
I. Carry out garbage and place a new bag (grocery bag) in the garbage can.
J. Clean stove and oven (if used). *Refer to Problem #49 Objective #2 for details on cleaning stove.*
K. Clean and defrost refrigerator when needed. *Refer to Problem #49 Objective #2 for details on cleaning and defrosting refrigerator.*

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith, Jean Federici, L.E.M. Curriculum

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 44 Room cleaning
Objective # Cleans apartment well

I. MATERIALS

Dust cloth, broom, dust pan, vacuum cleaner, trash basket, (hot water, pail, newspaper, vinegar for washing windows)

II. SETTING

A. Institutional day room or sitting room, recreation room, as well as bedroom, bath & kitchen.
B. Community living room and/or recreation room, bedroom, bath, kitchen, halls.

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Does tasks in 44, 3 & 4 (Cleans bedroom, bathroom & kitchen well).
B. Living room, recreation room:

1. Picks up newspapers and puts in rack or throws away if appropriate.
2. Puts magazines, books in rack.
3. Puts records in their covers and puts in record rack.
4. Picks up loose papers, miscellaneous items and puts away or in trash.
5. Empties ash trays in trash basket.
6. Shakes scatter rugs outside.
7. Dusts furniture
8. Sweeps, vacuums, or mops floor as needed.
9. Washes windows when needed.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 45 Laundry
Objective # 1 Washes, dries, and folds clothing

I. MATERIALS

Granular detergent (many stores have non-phosphate detergent), liquids, softeners, (bleaches are omitted to make process as easy as possible), liquid soap (Ivory-Joy), dish pan, hot water for hand wash. Clothes pins and clothes pin bag, hangers

II. SETTING

A. Institution – Standard and coin operated machines
B. Community – Standard machine, laundromat

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Washing Clothes:
1. Sort dark clothes from light, checking pockets in clothing making sure they're empty.
2. Recognize which clothes catch lint (sweaters, nubby, or knit) and turn them wrong side out.
3. Put all white and light clothes in first load.
4. Put in detergent, following the directions on the box, i.e., ½ cup-1 cup.
5. Close door or lid of machine.
6. Set dial to hot water
7. Set dial to size of load (small, medium, large) if this control is on the machine.
8. Push button to start machine or insert coin/s to start.
9. Listen for signal when clothes are finished or return in allotted minutes.
10. Remove clothes and put in laundry basket or box.
11. Wash second load of dark clothes using warm water.

B. Drying clothes:
1. Put load/s of clothes in dryer (depending on capacity of dryer).
2. Set dial on medium dry (except when drying towels and bulky blankets use hot).
3. Push button to start or insert coin/s to start.
4. Listen for signal when clothes are finished or return in allotted time.
5. Remove clothes immediately from dryer to prevent wrinkling.
6. Hang up clothes immediately to prevent wrinkling.
7. Empty lint trap.
8. Remove plug when using non-commercial dryer (when finished)

C. Separate clothes and fold:
1. Put all socks in one pile, all shorts – panties in one pile, undershirts, etc.
2. Fold and put in drawers.

D. Hand wash:
1. Put liquid soap and hot water in dish pan (use a cold water wash for clothing specifying its use).
2. Wash, rubbing gently and no squeezing of sweaters. Can wring out pants, hose.
3. Hang while dripping on hangers over bathtub or outside on line.

E. Line drying clothes:
1. Puts wet clothes in laundry basket and takes outside or to inside line.
2. Hangs with clothes pins.
3. Removes when dry.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici/Evelyn Smith

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 45 Laundry

Objective # 2 Irons clothing when appropriate

I. MATERIALS

Iron, ironing board, plastic bag or pillow case, dampened sponge and dish for water, hangers, hanging rod, sprinkle bottle (optional). Buy permanent press, drip dry clothes - Polyester to avoid ironing.

II. SETTING

A. Institution
B. Community residence

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Sprinkle clothes: (optional)
  1. Take all clothes to bathroom and put in bathtub. (optional)
  2. Use sprinkle bottle or turn on faucet a little and sprinkle by hand.
  3. Fold clothes and put in plastic bag or pillow slip to dampen.

B. Iron:
  1. Set up the ironing board.
  2. Plug in iron.
  3. Set temperature to medium for most clothes. Check clothes material to see that temperature is not too hot. If need to test, test on wrong side at hem.
  4. Press clothes.
  5. Put on hanger and hang on rod or door.
  6. If using *steam iron,* clothes may not need to be sprinkled. Put in distilled or very hot water from the faucet before plugging in iron and set on steam. If water level appears too low - add more water to iron for the steam effect.
  7. Put clothes away in closet or drawers.
  8. Put away iron (cool on an enamel or porcelain surface first) and ironing board.
  9. Put away other materials.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith, Jean Federici

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 45 Laundry

Objective # 3 Mends clothing when necessary

I. MATERIALS

Sewing machine, needles, various colors of thread, straight pins, pin cushion, scissors, seam ripper, buttons, snaps, elastic, iron, ironing board, patches.

II. SETTING

A. Institution – classroom, OT room, recreation room, living area, bedroom.
B. Community residence.

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Hand Sewing: (Simple mending – torn seams, buttons, hems.)
  1. Threads needle.
  2. Ties knot with double thread first, then learn to sew with single thread.
  3. Sews basic hem stitch.
  4. Sews on button.
  5. Sews seams together.
  6. Applies patch (very popular today and good to use for teaching basics).
  7. Knot thread when sewing is completed.
  8. Put away materials, putting needle in safe place.

B. Machine sewing:
  1. Threads machine, turn on light.
  2. Checks bobbin tension.
  3. Sews straight seam, use reverse then forward to lock stitch before cutting thread.
  4. Sews two pieces together at seam.
  5. Folds material over twice for hem (may wish to hand stitch hem).
  6. Sew on patch.
  7. Turns off light.
  8. Puts away materials.

C. Iron on patch:
  1. Sets up ironing board.
  2. Heats iron.
  3. Presses patch on clothes directly over the torn area (according to directions on package).

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith, L.E.M. Curriculum, Jean Federici

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 45 Laundry
Objective # 4 Takes clothes to cleaners when necessary

I. MATERIALS

Clothes needing to be cleaned; Paper bag (grocery bag), or large laundry bag. Laundry ticket. Woolite, spot, stain remover, hangers, money to pay for cleaning. IN PURCHASING CLOTHES, TRY TO AVOID THOSE THAT NEED TO BE CLEANED.

II. SETTING

A. Institution: B. Community residence - local cleaners

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Selects clothes that need to be cleaned.
  1. Reads label to determine whether it needs to be dry cleaned.
  2. Recognizes wool and knows that wool should be professionally cleaned. (some wool manufacturers recommend "Woolite")
  3. Place identifying tag or mark on clothes that need to be cleaned to prevent them from being washed.
  4. Puts clothes to be cleaned in bag or laundry bag.

B. Do-it-yourself-cleaners:
  1. Pre-spot clothes: put solution on each spot and rub.
  2. Dampen with water spray if available in facility.
  3. Put in cleaning machine and close door.
  4. Insert proper amount of change and turn or push on button.
  5. Wait proper amount of time and remove clothes immediately after cycles finish.
  6. Hang clothes immediately to prevent wrinkles.

C. Commercial Cleaners:
  1. Take bag of clothes to cleaners.
  2. Watch clerk list the clothes on the charge ticket.
  3. Get the charge ticket with the number for identification on it.
  4. Put the identification ticket in wallet or purse and keep track of it.
  5. Ask when the clothes will be ready.
  6. Return for the clothes after date they are ready and give clerk ID ticket.
  7. Pay for the clothes AFTER checking to see if they are clean.
  8. Hold clothes up off the ground when returning to residence to prevent soiling.

D. Institution: (various institutions will have different methods for cleaning).
  1. Give the bag of clothes to be cleaned to supervisor.
  2. Put them away when they come back.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith, Jean Federici

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 47 Food Preparation

Objective # 1 Prepares simple meals requiring no mixing or cooking

I. **MATERIALS** Box of cookies, milk, juice, bowls, cereal, sugar, oranges, bananas, apples, peanut butter, bread, sandwich spreads, cold cuts, lettuce, tomatoes, cheeses, crackers, jelly, cinnamon, margarine, bottled dressing, can opener, utensils

II. **SETTING**
A. Institution - Cottage kitchen
B. Community residence - kitchen

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Gets out all materials needed for the item being prepared.
B. Washes hands.
C. Fixes the item.
D. Cleans up afterward, putting things back in their appropriate places.
E. The following items can be prepared easily:

1. Glass of milk, juice, etc.
2. Cookies and a beverage.
3. Cold cereal - open cereal box, pour some into bowl, sprinkle sugar (optional), add milk.
4. Peel orange or banana and eat.
5. Slice apple or eat whole fruits (cherries, grapes, dates).
6. Peanut butter and jelly sandwich.
7. Sandwich made with cold cuts, lettuce and tomato, cheese, etc.
8. Cheese and crackers.
9. Open cans of fruit.
10. Simple salads using lettuce, tomato and a bottled dressing

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith, L.E.M. Curriculum

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 47 Food Preparation
Objective # 2 Cooks simple foods, e.g. eggs, t.v. dinners

I. MATERIALS

Stove, can opener, toaster, timer or minute minder, pancake turner, spatula, grater, egg beater, paring knife, measuring cups, cookie sheet, measuring spoons, wooden spoon for stirring, coffee, sugar, milk, hot chocolate mix, eggs, oil, margarine, hamburger, soup, hash, sloppy joes, Mixes (muffin, cake, pudding, jello, pancake, brownie), cereals, hamburger helper. Frying pan, sauce pan, baking dish.

II. SETTING

A. Institution - kitchen
B. Community residence - kitchen

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Gets out all materials needed for the item/s being prepared.
B. Washes hands
C. Prepares item
D. Cleans up afterward, putting things in their appropriate places.
E. Client understands concepts of fry, simmer, boil, bake and roast.
F. Client identifies and knows how to use hot pads, utensils, different types of pots and pans.
G. Residents demonstrate ability to properly operate stove, oven, can opener and other kitchen appliances.
H. Simple items to cook:
  1. Instant coffee - boil water, pour safely, add spoon of instant coffee, sugar and milk if desired. (Hot chocolate mix can be substituted for coffee).
  2. Eggs: BOILED 3-5 minutes for soft boiled; 8-10 minutes for hard boiled.
     SCRAMBLED break egg/s into small bowl, add milk and stir. Heat oil or margarine in pan, pour in egg mixture and stir until egg becomes fluffy and sticks together, remove from pan.
     FRIED Heat oil or margarine in pan, break egg/s into pan, spoon grease over egg/s for "sunny side up" or carefully turn egg/s over with pancake turner for "easy over"
  3. Cooked cereals: Oatmeal, Farina, Wheatina, etc.
  4. Can/s of soup: open can, add water if directions require and heat.
  5. Can/s of Hash, Sloppy Joe, etc.: place in skillet and heat.
  6. Hamburger: shape chopmeat into a rounded patty, place on heated skillet, turning it over when one side appears done.
  7. Packaged mixes: Corn Muffins, brownies, cakes, puddings, pancakes, etc.
     (Confine selection to those mixes requiring only the addition of simple items such as water, eggs, etc.)

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith, L.E.M. Curriculum, Mary Jane Billinger

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 47 Food Preparation
Objective # 3 Prepares an adequate complete meal

I. MATERIALS

Hand Mixer, Electric mixer, Coffee percolator (stove top or electric).
All items in 44, 1; 47, 1-2.

II. SETTING

A. Institution - Cottage Kitchen
B. Community Residence - kitchen

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Understands and can perform all of the items in 47, 1-2.
B. Can prepare several items for one meal, organizing things according to time necessary and can prepare one item while another is cooking.
C. Can operate hand or electric mixer.
D. Can read, understand, and follow recipe.
E. Can brew coffee: Electric percolator, or stove top percolator. Make instant coffee.
F. Knows which foods must be refrigerated or frozen or can be on shelf.
G. Can dish up items from stove or counter top onto plates.
H. Can put dishes on table for family style.
I. Can clear the table and scrape dishes
J. Can clean kitchen as in 44, 1.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith, Mary Jane Billinger

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 47 Food Preparation

Objective # 4 Plans and prepares nutritious meals

I. MATERIALS Paper and pencil or pen. Cookbooks, newspaper. Notepad.

II. SETTING
A. Institution - small classroom with dietician ideal.
B. Community residence - kitchen or living room.

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Includes all of the basic 4 foods listed below in daily meal planning -
  1. Green leafy vegetables or yellow vegetables (lettuce, corn, carrots, squash)
  2. Fruits & tomatoes (apples, oranges, grapes, bananas, etc.)
  3. Starches (potatoes, rice)
  4. Milk products (milk, cheese, cream, ice cream)
  5. Meat, poultry, or fish
  6. Whole grains (flour, cereals, whole grain breads).
  7. Butter or margarine.

B. Omits sugar if must be restricted, user sugar substitute, knows which food he can or cannot eat which have sugar.
C. Knows whether he has an allergy to any food and does not eat it.
D. Knows how to use a cookbook as a reference for meal planning and new ideas.
E. Uses the newspaper ads in planning shopping list.
F. Makes a shopping list
  1. Keeps a pad and pencil handy in kitchen and adds items to list as they are used up.
  2. Uses newspaper in making list.
G. Prepares meals including items from list above.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 47 Food

Objective # 5 Budgets, plans and prepares meals for more than self.

I. **MATERIALS** Paper, pencil, cookbooks, newspapers, money counter.

II. **SETTING**

A. Institution - kitchen (helps the person in charge of cooking, purchasing)
B. Community residence - kitchen (helps the person in charge of cooking, purchasing)

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Uses newspaper grocery ads to select foods on sale that should be purchased.
B. Makes a grocery list including staples that need to be replaced in categories:
    1. Meats
    2. Vegetables
    3. Cereals
    4. Kitchen supplies
    5. Dairy products
    6. Frozen foods
C. Understands the concept and value of money.
D. Knows the amount of the budget that can be spent at the grocery store.
E. As shops uses a money counter or adds.with paper and pencil the amounts of foods as placed in basket to check if within budget. If not replace non-essential items.
F. Can judge as to quantity to prepare for the number of people to be served.
G. Clips coupons from newspaper and keeps coupons from the mail and uses when purchasing.
H. Arranges transportation to/from grocery store.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith Mary Jane Billinger

87

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 49 General Domestic Activity

Objective # 1 Washes, dries and puts away dishes

I. MATERIALS Dish pan, liquid detergent (Joy or Ivory), dish cloth, drainboard, sink plug, pan for rinsing.

II. SETTING
A. Institution kitchen or cottage kitchen
B. Community residence - kitchen

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Put dishpan in sink or plug up sink.
B. Turn on faucet with a mixture of hot and cold water, as hot as can stand.
C. Squirt in detergent.
D. Wash glasses first
E. Wash utensils
F. Wash plates
G. Wash bowls
H. If water becomes dirty and cool, change it with fresh hot water and detergent.
I. Wash pots and pans.
J. Use dish cloth to wipe up before throwing out water.
K. Rinse each item in a pan of hot water as it is washed.
L. Place in drainer and allow to air dry.
M. Put items away in proper places when dry.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 49 General Domestic Activity

Objective # 2 Cleans and takes care of stove and refrigerator

I. MATERIALS

Cleaning cloth, sponge, cleanser, ammonia, Arm and Hammer oven cleaner, pots and pans for boiling water, dish pan.

II. SETTING

A. Institution kitchen
B. Community residence kitchen

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Stove
  1. In dishpan or plugged sink, put a mixture of a pan of hot water and 2 cups ammonia.
  2. Place all removable parts of stove in ammonia mixture.
  3. Allow to stand (preferably overnight) until grease easily rubs off.
  4. Do not inhale the ammonia or leave hands in mixture overly long.

B. Oven
  1. Use Arm and Hammer Oven Cleaner (non caustic) as directed or use ammonia mixture and place in closed oven overnight.
  2. Do not use caustic oven cleaners.

C. Refrigerator
  1. Clean exterior with soapy water or ammonia and water.
  2. Defrost:
     Begin boiling water on the stove in pots which are easy to handle.
     Remove all food from refrigerator, putting it in boxes, on counter, etc.
     Turn refrigerator dial to "off" or "defrost" or unplug appliance.
     Place empty pans in the freezing unit.
     Use boiling pots of water from stove to fill the pans in the freezer.
     Once pans are full, close freezer door and wait approximately 30-60 minutes.
     After allotted time - empty pans of water (should be cool to touch).
     Soak up the water in freezer with a sponge, squeezing it out in sink.
     Do not use sharp utensils to chip away remaining ice as this will cause damage to the refrigerator.
     If ice still remains, repeat above procedure using the pans of boiling water.
     Once defrosting is complete, re-adjust refrigerator's temperature control or plug the appliance cord back in.

*Special note on refrigerator defrosting: Try to defrost when refrigerator contents are relatively low so that you don't have to remove so many food items.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith, Jean Federici

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 49 General Domestic Activity

Objective # 3 Helps with household chores when asked
4 Does household chores routinely
5 Includes household chores when managing free time

I. MATERIALS

See individual plans (Prob. 44,45,47 and 49) for the objectives listed on the chart below.

II. SETTING

Institution
Community Residence

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Cottage staff or those individuals living with client should use the chart below for a weekly evaluation of a client's ability to perform household chores.
B. Each chart item should be filled in with either of these responses: Yes No Not Always (NA)
C. At the close of the week, staff member fills out this evaluation chart with the client.
D. These charts can be filed in the client's "Work Performance Folder" (See Problem 51).
E. Periodic reviews of the folder are held between staff member and client to note improvements and problem areas.

	Helps when asked.	Does routinely.	Includes in leisure time.	Comments
	YES	NA	NA	MUST BE PROMPTED
Cleans own area				
Cleans bathroom				
Cleans living room				
Washes clothes				
Irons clothes				
Mends clothes				
Cleans clothes				
Prepares meals				
Cleans kitchen				
Clears table				
Washes dishes				
Sweeps floor				
Carries out garbage				
Shop work				
Lawn care				

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith, Jean Federici

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 58 Responsibility

Objective # 1 Takes care of personal belongings

I. MATERIALS

Client's personal belongings (clothing, clothing accessories, money, leisure time materials, etc.)

II. SETTING

A. Institution - own room, place of employment, recreational area.
B. Community residence, place of employment, recreational area.

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Take inventory of personal belongings.
B. Client is aware of location of article missing i.e. "My slacks are at the cleaners."
C. Client reports missing articles and makes attempt to recover them.
D. Client is aware of consequences of leaving articles unprotected.
E. Client is aware of cost of replacement for lost, stolen or destroyed belongings.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Geneva Folsom Jean Federici

LIFE SKILLS OBJECTIVE PLAN

PART II

ABS Problem # 44 Medications and Treatment

Objective # 1 Knows how to use pharmacy for filling prescriptions.

I. MATERIALS

Flash cards for Pharmacy and Prescriptions, money to pay for medication, empty medication bottle, medication receipts.

II. SETTING

A. Institution (role play)
B. Community - local pharmacy or drug store.

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

Familiarize client with the following sight words so that he can easily locate the prescription department: Pharmacy Prescriptions. Select a pharmacy that is conveniently located and moderately priced.

FILLING A NEW PRESCRIPTION

A. Bring doctor's written prescription to pharmacy area.
B. Make intentions clear while handling paper to pharmacist, "I would like to have this filled."
C. Appropriately answer any questions the pharmacist may have, i.e., phone number, address, etc.
D. Ask pharmacist for approximate cost of medication and make sure you have enough money.
E. Ask pharmacist how long the prescription will take to be filled and make wise use of waiting time, do other shopping, return home for extra money (if needed), etc.
F. After allotted time, return to counter, identify yourself by name and pick up medication.
G. If unsure how to read the prescription label, ask for assistance.
H. Pay for prescription, wait for change, count change and obtain receipt.

REFILLING A PRESCRIPTION

A. Check the receipt from the last refill to determine approximate cost of the medication.
B. With empty medication bottle, return to pharmacy that filled the original prescription.
C. Hand medicine bottle to pharmacist and clearly state intentions.
D. Follow steps "E", "F" and "H" under New Prescriptions.

REFILLING A PRESCRIPTION BY PHONE

A. Have medicine bottle handy while phoning the pharmacy that filled the original prescription.
B. Clearly identify self and state intentions.
C. Supply pharmacist with the requested information.
D. Ask what time the prescription will be ready.
E. Check old receipt for approximate cost, making sure you have enough money with you before leaving for pharmacy.
F. Follow steps "F" and "H" under New Prescriptions.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici Elizabeth Hargett

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 44 Medication and Treatment

Objective # 2 Familiar with various forms of medical preparations (pills, suppositories, etc.)

I. MATERIALS

A variety of pills, capsules, suppositories, drops (ear, eye, nose), creams, ointments, etc.

II. SETTING

A. Institution
B. Community Residence

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Display an assortment of medications before client.
B. Discuss the differences in appearance of these medications, e.c., powdery, waxy, hard, soft, etc.
C. Identify the different medications with the client i.e., pills, capsules, suppositories, drops, ointments, etc.
    1. Instructor verbally specifies a form of medication and the client identifies it by pointing.
    2. Instructor selects a medical preparation from the assortment and has the client determine its form i.e., capsule, suppository, etc.
    3. Be sure client knows how to apply each.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici, Elizabeth Hargett

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 44 Medication and Treatment

Objective # 3 Familiar with the route of administration (oral, rectal)

I. **MATERIALS** A variety of pills, capsules, suppositories, drops (ear, eye, nose) creams, ointments, etc.

II. **SETTING**

A. Institution
B. Community Residence

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Display an assortment of medications before client.
B. Have client verbally identify each of the medical preparations and discuss with him how each should be administered (demonstrating when possible).
C. Have client select a method of administration (oral, rectal) and then group the medication according to how it should be administered.
D. Teach client to read (or have someone read for him/her) the medication label for instructions on administration.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici Elizabeth Hargett

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 44 Medication and Treatment

Objective # 4 Administers own medication independently

I. MATERIALS Medication check list, resident's medication

II. SETTING

A. Institution
B. Community Residence

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Client knows proper amount of medication to take and how often to take it. (Nurse/doctor should have a discussion with credit concerning medication. Test for client understanding, i.e., "How many of these pills should you take in a day?", etc.

B. Devise a simple medication check list that the client can carry around so that (s)he can keep track of each time (s)he takes medication.

C. Have the client administer own medication for a one week trial period.
  1. Give client a one week supply of his medication.
  2. Closely monitor client's medicine-taking activities:
     Review client's medication check list, making sure it is up to date.
     Periodically, check client's medicine supply to see that it corresponds with the days left in the one-week trial period.

D. At the end of the trial period, evaluate the client's performance with him/her and work through any problems that may have been encountered.

E. Gradually extend the length of these trial periods (as the client shows proficiency in his medication-taking activities) until the client is administering own medication independently. Continue with the observations but decrease the frequency.

*NOTE: The client should have the phone number of the nurse/doctor in case of any questions or problems concerning medication.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Elizabeth Hargett, Jean Federici

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 44 Medication and Treatment

Objective # 5 Familiar with desired effect and side effects of own medication - knows what to do in case of side effects.

I. MATERIALS

none.

II. SETTING

A. Institution
B. Community residence

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Client is fully aware of his condition, i.e., epilepsy. (This should be explained to him by his nurse).
B. Client knows how and when to locate nurse for medical assistance.

DESIRED EFFECTS OF MEDICATION

A. Client knows how this drug helps, i.e. controls seizures, etc.
B. Client understands what may happen if (s)he neglects to take medication.

SIDE-EFFECTS OF MEDICATION

A. Client is familiarized with any known side-effects of the medication (by the nurse), i.e., drowsiness, etc.
B. Nurse should discuss and demonstrate (if possible) what to do in case of side-effects.
C. Client should imitate any demonstrations performed by the nurse so (s)he is aware what to do in case a problem arises.
D. Client should call nurse if a medical problem persists.

If the client lives in the community, the above information should be supplied by personal physician.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici Elizabeth Hargett

Life Skills Objective Chart

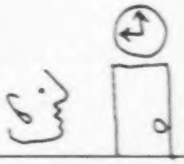
LEVEL I

Work Habits

SECTION E

AREAS FOR TEACHING: Work areas, recreational areas, living areas, classroom

STAFF RESPONSIBLE: V R Counselor, employer, residence workers, teachers, clients, etc.

ABS Problem No.	Objective 1	Objective 2	Objective 3	Objective 4
50 Job Complexity	performs job requiring use of tools			
51 Job Performance	does good careful work	works at adequate speed	takes care of tools & equipment	careful when working
52 Work Habits	on time to work or play	rarely absent from work	completes job on own initiative no complaints	asks permission to leave job station
				

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 50 Job Complexity
Objective # 1 Performs a job requiring use of tools, e.g., sewing, shopwork

I. MATERIALS

Hand drill, hammer, nails, screwdriver, sandpaper, glue, tape measure, yardstick, ruler, pencil, broom, dust pan, lawn mower, sewing machine, thread, needles, scissors, pins, seam ripper.

II. SETTING

A. Institution – Maintenance department - shop; sewing room, lawn.
B. Community residence -- lawn, living room, bedroom, sewing room.

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Shop Work
1. Can identify tools
2. Can use a hand drill safely
3. Can use a hammer and nails.
4. Can use a screwdriver
5. Can sand with sandpaper and a block of wood
6. Can use glue properly
7. Can follow instructions on a simple project
8. Can use tape measure, yard stick, ruler
9. Sweeps up after self
10. Replaces tools when finished.

B. Lawn Care
1. Can use a hand mower.
2. Can use an electric mower (is careful about running over cord)
3. Can use a gas powered mower (knows when and how to refill mower)
4. Can empty grass
5. Mows all areas that need mowing, but does not damage flowers, shrubs
6. Puts away mower when through

C. Sewing – Hand
1. Threads needle
2. Knots thread
3. Performs simple hemming
4. Sews on a button
5. Patches a hole or tear

D. Sewing – Machine
1. Can thread sewing machine
2. Can oil sewing machine
3. Can operate sewing machine
4. Can use scissors, pinking shears, seam ripper, pins
5. Puts away tools when through

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith/LEM Curriculum

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 51 Job Performance

Objective # 1 Does good careful work 2 Works at an adequate speed
3 Takes care of tools and equipment
4 Careful when working - does not endanger others

I. MATERIALS

See individual plans (Prob. #44, 45, 47 and 49) for the objectives listed on the chart below.

II. SETTING

Institution – cottage, place of employment
Community residence – apartment, group home, job site

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Employers and counselors of client should use the chart below for a weekly evaluation of a client's job performance.
B. Each chart item should be filled in: *Yes No Not Always (NA)*
C. At the close of the week, employer fills out this evaluation chart *with the client* (only filling in those items applying to the client's work activities – "cleans own area," "sweeps floor," "shop work," etc.).
D. Employer sends evaluation chart on to cottage staff who fill out remainder of chart with client – "washes dishes," "irons," "mends," etc.
E. A *Work Performance Folder* is kept on client so that the evaluation charts can be filed.
F. Periodic reviews of the folder are held between employer-client and counselor-client to note improvements and problem areas.

	Does good careful work	Works at adequate speed.	Takes care of tools and equipment	Careful when working, does not endanger others.	COMMENTS
Cleans own area					
Bathroom					
Living room					
Kitchen					
Clears table					
Washes dishes					
Sweeps floor					
Garbage					
Washes clothes					
Irons clothes					
Mends clothes					
Prepares food					
Shop work					
Lawn care					

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Evelyn Smith, Jean Federici

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 52 Work Habits
Objective # 1-4

I. MATERIALS

Checklist card, material reinforcements (money).

II. SETTING

A. Institution – work placements, school, living situation
B. Community – vocational placement, school, etc.

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Develop a checklist card which includes the following points:

1. Is on time for work . . . . 10% (or points)
2. Completes each assigned task . . . . 50% (or points)
3. Does not leave work station without permission . . . . 20% (or points)
4. Has a good attitude toward work (does not complain, goof off, pout, etc.) . . . . . 20% (or points)

B. As client passes each point, check it off. Be sure client understands each check-off point. Determine the wages for the day (or task) according to the percentages which correspond to each point. This should be discussed in advance with the client.

C. If client is having difficulty understanding the consequences of his/her work habits with the plan above, try this: Use the same checklist but first pay the client the daily (or task) wages. Then have the client pay you back for any points on checklist which were assessed negatively. Add to the list:

5. Is absent from work 100%

D. If a group of clients is having difficulty in the *Work Habits* areas, form a class. Use *Good Work Habits* as text for clients and basis of group discussion. (See Bibliography-Vocational-Folsom.)

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Geneva Folsom, Janette Breen

Life Skills Objective Chart

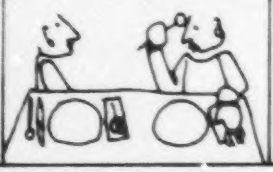
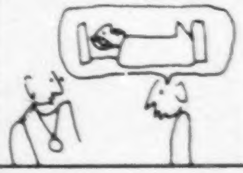
LEVEL I

Socialization Skills

SECTION F

AREAS FOR TEACHING: All areas

STAFF RESPONSIBLE: Recreation, teachers, residence workers, volunteers, clients

ABS Problem No.	Objective 1	Objective 2	Objective 3	Objective 4
53 - 56 Self - Direction	53 - initiates most of own activities	54 - ambitious, doesn't need to be made to do things	55 - sticks to task until it is done	56 - does not discourage easily shows persistence
57 Leisure Time	organizes time at simple level	has hobby & pursues it	initiates self-care activities	makes own daily schedule including recreation
58 Responsibility	takes care of personal belongings			
59 General Responsibility	assumes responsibility in group	sees part in group resp. & carries it out	assumes resp. for others less capable	
60 - 64 Socialization	60 - offers assistance to others	61 - shows consideration for others feelings	64 - initiates group activities	66 - gets along with strangers - wary of being hustled
Part 2 36 Sexual Behavior	socially acceptable	familiar with birth control		
				

LIFE
SKILLS
OBJECTIVE **ABS Problem #** 53 Initiative
PLAN **Objective #** 1 Initiates most of own activities

To check *Initiative* refer to following: Problem #49, Obj. 4, 5. Problem #45, Obj. 5. Problem #47, Obj. 4, 5. Problem #49, Obj. 3, 4, 5.

I. MATERIALS

Everything available for leisure time activities; pool table, ping-pong, table games, cards, checkers, shuffleboard, arts and crafts supplies, musical instruments.

II. SETTING

Large room which can be utilized for varied activities.

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

CLIENT-OPERATED CENTER

Section large room into work-play areas so client has choice of activity. Do this according to what is available in your facility. Use available staff as consultants; e.g., occupational therapy, music therapy, art therapy, recreation therapy, corrective therapy, etc. Suggestions are given below:

A. *Arts and Crafts Section.* Have at least 5 projects on display. Choose projects that are suitable for Level I clients, that can provide immediate gratification, and that are made of inexpensive materials. Have materials on hand so client can complete project on the spot.

B. *Music Section.* Have record player and records available. Have rhythm instruments available such as drums, one-string bass, "gut-bucket bass," guitar, wood blocks, etc. Supply rhythm instruments that are adult in nature.

C. *Drama Section.* Set up large boxes to form a stage. Arrange for some type of partition – to screen off this activity from rest of room. Use this stage to role-play community skills; e.g., buying a ticket for a local movie, catching a cab, saying "no" to a hustler.

D. *Sports Section.* Include all active inside sports such as shuffleboard, table tennis, horseshoes, etc. Assign clients to teach each game to other clients. Have another client keep score, monitor game, referee, etc.

E. *Quiet Games Section.* Table games, card games, checkers, dominoes, etc. (Use adaptive equipment for blind.) Have as many varieties as possible – from simple to more complex. Assign clients to teach games, keep score, monitor, take care of equipment, etc.

F. *Living Plants Section.* Have a display of living plants. Identify these with simple labels and instructions for watering, amount of sun, etc. Arrange area so client can pot plants, plant seeds, take care of his/her own plants in this area.

G. *Fix-It Section.* Have simple tools available; e.g., hammer, nails, pliers, saw, ruler, measuring tapes, needles, thread, etc. Supply this Center with equipment that is difficult to obtain elsewhere in the facility at night and on the week-ends.

(continued on next page)

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE:

H. *Visual Arts Section.* Have a display of a wide variety of visual arts; ceramics, finger-painting, photography, cooperative projects such as murals, etc. Provide instruction and materials so client can try out various media.

I. *Planning Section.* If possible, designate office space for client staff. Provide record-keeping supplies, blackboard for programming, name-tags, supplies for parties (crepe paper, butcher paper, water-based poster paint, etc.). Include file space so records can be kept on each Activity Section. Have a sign-in system and be sure a clock is visible to all in Center.

Appoint clients to keep records of use of Center. This can be a simple attendance sheet: e.g.,

Name	Date	Time In	Time Out	Activity Center	Activity

Check Objective 1 through clients' use of this Center esp. nights and week-ends.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time.

B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Geneva S. Folsom/Janette Breen

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 54 Passivity

Objective # 2 (also Problem #54) Passes items on ABS with no negative checks (see below).

To check *Passivity* refer to following: Problem #49, Obj. 4, 5. Problem #45, Obj. 5. Problem #49, Obj. 3, 4, 5.

I. MATERIALS

See ABS Problem #53, Obj. 1.

II. SETTING

Ditto

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

1. Observe client in area set up as client-operated center (see ABS Problem #53).
2. If client is having problem with Passivity item, have client carry card containing following check-list. Any staff member, volunteer, or client can help assess client as he/she moves through the Center.

Sample Passivity Problem Card)

Name	Date	Learning Environment	Section	Observer's Name	has to be made to do	no ambition	no interest	wastes time	dependent on others	slow and sluggish	

3. Have client carry card until no check-marks appear.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Geneva S. Folsom

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 55

Objective # 1 Pays attention to purposeful activities for more than 15 minutes

To check *Attention* refer to following: Problem #49, Obj. 4, 5. Problem #45, Obj. 5. Problem #47, Obj. 4, 5. Problem #49, Obj. 3, 4, 5.

I. MATERIALS

See ABS Problem #53, Obj. 1.

II. SETTING

Ditto

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

1. Observe client in area set up as client-operated center (See ABS Problem #53).
2. If client is having problem with Attention, have client carry card containing check-list. Any staff member, volunteer, or client can help assess client as he/she moves through the Center (or other areas).

(Sample Attention Problem Card)

Name	Date	Learning Environment	Section	Observer's Name	Attention Span				
					10	15	30	45	hrs.

3. Have client carry card until no check-marks appear below the 15-minute column.
4. In work areas and classroom, span should go to one hour-more if client is employed.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Geneva S. Folsom

LIFE
SKILLS
OBJECTIVE
PLAN

ABS Problem # 56 Persistence

Objective # 1 Passes items on ABS – no negative checks

To check *Persistence* refer to following: Problem #49, Obj. 4, 5. Problem #45, Obj. 5. Problem #47, Obj. 4, 5. Problem #49, Obj. 3, 4, 5.

I. MATERIALS

See ABS Problem #53, Obj. 1.

II. SETTING

Ditto

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

1. Observe client in area set up as client-operated center.
2. If client is having problem with Persistence, have client carry card containing check-list. Any staff member, volunteer, or client can help assess client as he/she moves through the center (or other areas where Persistence may be checked.)

(Sample Persistence Problem Card)

Name	Date	Learning environment	Section	Observer's Name	becomes easily discouraged	fails to carry out task	jumps from one activity to another	needs constant support	

3. Have client carry card until no check-marks appear.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Geneva S. Folsom

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 57 Leisure Time

Objective # 1-4 Passes all items on Life Skills Objective Chart

I. MATERIALS

See ABS Problem #53, Obj. 1.

II. SETTING

Learning Center, classroom, cottage, community resources

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

1. Observe clients' use of leisure time (any time outside work or school).
2. Help client set up a Leisure Time Schedule. Post on door or by bed. Have client bring reports from Learning Center, school, so you can help client record on *Leisure Time Schedule*. Have client keep up own chart. Make a check in appropriate column.

(Sample Leisure Time Schedule)

Name	Date	(Obj. #1) Organized own time	(Obj. #2) Pursued hobby	(Obj. #3) did self-care chores (ABS #44,45,47,49	(Obj. #4) makes own daily schedule—includes recreation

3. Check with client at least once a week to be sure Leisure Time Schedule is balanced; i.e., client has scheduled all activities of daily living including recreation. You may want to do this in a group rather than individually. This will allow another opportunity to have clients interact in a cooperative group effort. If you find that clients' leisure time is not being utilized well, spot the problem according to the Leisure Time Schedule and begin to work on specific area.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Geneva S. Folsom

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 58 Responsibility

Objective # 1 Takes care of personal belongings

I. MATERIALS

Client's personal belongings (clothing, clothing accessories, money, leisure time materials, etc.)

II. SETTING

A. Institution – own room, place of employment, recreational area
B. Community residence, place of employment, recreational area

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

A. Take inventory of personal belongings.
B. Client is aware of location of article missing, i.e., "My slacks are at the cleaners."
C. Client reports missing articles and makes attempt to recover them.
D. Client is aware of consequences of leaving articles unprotected.
E. Client is aware of cost of replacement for lost, stolen or destroyed belongings.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Geneva Folsom/Jean Federici

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 59

Objective # 1 Assumes responsibility in a group situation

2 Sees part in group responsibility and carries it out independently

3 Assumes responsibility for others less capable

I. MATERIALS

See Problem #53, Obj. 1

II. SETTING

ditto

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

1. Observe client in Client-Operated-Center, living area, or classroom.
2. Assign specific responsibility to client; e.g., put client in charge of one of the Sections in the Center.
3. Observe client in situation where client has assumed responsibility. Have other clients and/or staff give feed-back on Responsibility Card:

(Sample Responsibility Card)

Name	Date	Learning Environment	Section	Observer's Name	Assumes Respon.	Sees resp. & carries it out	Assumes res. for others

4. When client has filled out complete card, sign off on P.O.R. Have client check periodically to be sure skill is maintained.
5. Reward client by making him/her a faculty member in the Learning Center. If possible, set up an assistants position and pay those who reach faculty status.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Geneva S. Folsom

LIFE
SKILLS
OBJECTIVE
PLAN

ABS Problem # 60 Cooperation

Objective # 1&2 Offers assistance to other clients / Offers assistance to staff

I. MATERIALS

Dependent upon situation.

II. SETTING

Learning Center, school, work, living situation, community.

III. MASTER INSTRUCTIONAL PLAN

A. When possible demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

1. Ask for volunteer to serve as "Staff Assistant."
2. Assign duties such as answering phone, observing clients, modeling behavior, getting materials ready for activity, etc. Once duties have been assigned according to the need in a particular situation, also observe whether or not client is able to see other areas in which assistance would be helpful.
3. Observe client in situation where client is serving as a Staff Assistant. Have client, other clients and/or staff give feed-back on Cooperation Card:

(Sample Cooperation Card)

Name	Date	Learning Environment	Section	Observer's Name	List of Duties Appropriate to Situation (Define) *					

4. When client has filled out complete card, sign off on P.O.R. Have client check periodically to be sure skill is maintained.
5. Acquisition of these skills should be considered supportive to promoting client to faculty status in Learning Center.

*Put out supplies, Picked up supplies, Cleared own area, Assists Staff, Assists clients, etc.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Geneva S. Folsom

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 61 Consideration for others

Objective # Passes items on ABS – no negative checks

I. MATERIALS

See ABS Problem #53, Obj. 1.

II. SETTING

ditto

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

1. Observe client in area set up as client-operated center.
2. If client is having problem with "consideration for others", have client carry card containing check-list. Any staff member, volunteer, or client can help assess client as he/she moves through the center (or any other area where Consideration may be checked).

(Sample Consideration for Others Card)

Name	Date	Learning Environment	Section	Observer's Name	shows interest in others	takes care of others' belongings	directs or manages affairs of others when needed	shows consideration for others' feelings

3. Have client carry card until no check-marks appear.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Geneva S. Folsom

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 64 Participation in Group Activities

Objective # 1 Initiates group activities (leader and organizer)

2 Carries plans out to completion

I. MATERIALS

Dependent upon committee choices.

II. SETTING

Anywhere appropriate for social function (indoors, outdoors).

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

1. Plan a social function with a group of clients.
2. Divide the group into committees of approximately 3-5 people each. Ask for a volunteer to serve as client chairman. Designate as many committees as you can so there is opportunity for maximum number of clients to assume leadership roles, e.g.:
    1. Food and drink committee.
    2. Transportation committee.
    3. Entertainment committee.
    4. Clean-up committee.
    5. Welcoming committee.
    6. Planning committee.
    7. Evaluation committee
3. Explain all of the responsibilities of the committees – help the group come to decisions re the responsibilities. Get their ideas about formation of committees also.
4. Help them set up times for next meeting. Leave it up to them. They should know you are giving them this structured situation in order to observe their participation in group activities.
5. Do not intercede and help with committee work. Let the committee chairmen function without supervision.
6. Both you and clients should give feed-back to the committee chairmen so they are rewarded for their initiative and participation in group activities. If anyone is having a problem, let them try again. Be supportive but not directive.
7. Rotate chairmanships so others have chance to test these skills.
8. Sign off on P.O.R. when client has initiated and carried through with responsibility for a group activity.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Janette Breen/Geneva Folsom

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 66 Social Maturity

Objective # Gets along with strangers but is wary of being "hustled."

I. MATERIALS

II. SETTING

A. Institution or facility
B. Community

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

1. Pin-point problem according to ABS items:
    a. Is too familiar with strangers
    b. Is afraid of strangers
    c. Does anything to make friends
    d. Likes to hold hands with everyone
    e. Is at someone's elbow constantly
    f. Other (define)
2. Work with a small group of clients who have similar problems.
3. Role-play situation in which behavior was identified as innappropriate; e.g.,

    "Joe asked a volunteer for a dime." Role-play the situation as it happened. Discuss *why* this is inappropriate behavior. Have client role-play and try another approach. Critique each of the approaches. Give positive feed-back for approaches that are more appropriate.
4. Demonstrate appropriate behavior for the situation. Have client practice the more appropriate behavior through role-playing.
5. Set up realistic opportunities for client to practice new skills.
6. If client is in danger of being exploited, set up controlled situations with "strangers" before you expose them to an uncontrolled situation in the community.
7. When you, the client, and the group feel the client can handle any problems that might arise, sign off on the P.O.R.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Geneva S. Folsom

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 36 Part Two: Sexual Behavior

Objective # 1 Passes ABS with no circled items

I. MATERIALS

n/a

II. SETTING

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

1. If client has a circled item(s), have conference with client. Be sure client understands the item. If necessary, break item down into more specific behavioral descriptions. Do not deal in abstracts such as "seductive" appearance. Be concrete; e.g. "The neckline in your dress is too low." "You need a bra." "Your pants are too tight."
2. Rely on the Team when evaluating in this area. Each team member will have different feelings and ideas about what is *appropriate* sexual behavior and what is not. Try to get a group consensus re appropriate sexual behaviors in the community. In this way some "norm" may be established and you can set up a more consistent evaluation process.
3. Since we are evaluating only Level I clients, most of the problems in this area (Problem #'s 33-36) should have already been solved. With clients who are being readied for community living, staff has to prepare them for sexual behavior acceptable there rather than in an institution. What may have become acceptable in the institutional setting, may not be acceptable in the community. Staff will have to be on the alert to their previous patterns of acceptance. What may be termed "overly seductive" in the institution may be common behavior in the area where they may be living. Then the question becomes one of "Will this client be able to protect him/herself without our built-in environmental controls?" In an institution the only place for sexual behaviors is a "public" place. If this has been checked, consider whether or not this would be a problem if the client had a choice.
4. Once the team (and the client) has re-evaluated this area of behaviors, pin-point the problem and define precisely what behaviors are unacceptable.
5. Use a Strict *Matter-of-Fact* approach and correct client on the spot. Tighten up on consistency. The client cannot learn new behaviors if one staff member ignores the behavior, another thinks the behavior is funny, and another gives a morals lecture.
6. Reward the client at all times when the behavior is acceptable. The client has been getting attention for acceptable behaviors.

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Geneva S. Folsom

LIFE SKILLS OBJECTIVE PLAN

ABS Problem # 36 Part Two: Sexual Behavior

Objective # 2 Familiar about birth control

I. MATERIALS

Prescription from physician as to method. Pills, condoms, IUDs, foam, diaphragm.

II. SETTING

Setting with privacy

III. MASTER INSTRUCTIONAL PLAN

A. When possible, demonstrate performance or task
B. Observe resident perform task
C. Give positive reinforcement for successful attempt
D. Master each small step before continuing

IV. PROCEDURES/CHECKLIST

1. Involve clients in Planned Parenthood (either in institution or with community agency) where they can receive counseling and guidance in the areas of sexual behavior and birth control. Planned Parenthood has the materials, expertise, and objectivity that staff may lack. Use Planned Parenthood to introduce the subject if it has not already been introduced as a part of staff development. Then assign some person or persons who are comfortable and skilled in teaching birth control concepts and methods.
2. Once birth control methods have been introduced, assist client by helping them set up calendars, follow instructions, etc.
3. Sign off on P.O.R. after you have observed client long enough to be sure they have acquired the *habit* of practicing birth control methods; e.g., taking pills without being reminded.
4. Birth control measures such as pills, IUD's, diaphragm should be carefully monitored by physician.
5. Follow institution guidelines re instruction in and use of birth control methods (be sure within legal procedures).

V. EVALUATION AND FOLLOW UP

A. When resident is acquiring new Life Skill, check performance every time
B. When resident has acquired new Life Skill, check performance periodically (once a week, once a month)

SOURCE: Jean Federici/Geneva S. Folsom

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RESOURCES

(Free information in the field of developmental disabilities is available upon request from the following:)

Materials Development Center, Department of Rehabilitation and Manpower Services, School of Education, University of Wisconsin-Stout, Menomonie, Wisconsin 54751.

Oklahoma Clearing House, Oklahoma State University, Stillwater, Oklahoma 74074.

Research and Training Center, University of Oregon, College of Education, 351 Clinical Services Building, Eugene, Oregon 97403.

Research and Training Center, University of Wisconsin, Wiseman Center, 2605 Marsh Lane, Madison, Wisconsin 53706.

Research and Training Center, Texas Tech University, P.O. Box 4510, Lubbock, Texas 79409.

GENERAL ORGANIZATIONS AND ASSOCIATIONS

American Alliance of Health, Physical Education and Recreation
1201 16th Street, N.W.
Washington, D.C. 20036

American Automobile Association
8111 Gate House Road
Falls Church, Virginia 22042

American Camping Association
Bradford Woods
Martinsville, Indiana

American Corrective Therapy Association
c/o Alton Hodges, President
5806 Gloucester Lane
Austin, Texas 78723

American Foundation for the Blind
15 West 16th Street
New York, New York 10011
American Institute of Park Executives
Oglebay Park
Wheeling, West Virginia

American Physical Therapy Association
1156 15th Street, N.W.
Washington, D.C. 20005

Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Boy Scouts of America
National Council
New Brunswick, New Jersey 08903

Camp Fire Girls
National Headquarters
65 Worth Street
New York, New York 10022

Council for Exceptional Children
900 Jefferson Plaza
1499 Jefferson Davis Highway,
Arlington, Virginia 22202

Department of Interior
C Street between 18th and 19th Streets
Washington, D.C.

D.C. Department of Motor Vehicles
Office of Traffic Safety
499 Pennsylvania Avenue, N.W.
Washington, D.C.

Forest Haven Children's Center
Laurel, Maryland 20810

Girl Scouts of the U.S.A.
National Headquarters
830 Third Avenue
New York, New York 10022

Information Center for Handicapped Children, Inc.
1619 M Street, N.W.
Washington, D.C. 20036

Jackson Public Schools
Adult Mentally Handicapped Program
Jackson, Michigan

Joseph P. Kennedy Jr. Foundation
1701 K Street, N.W.
Washington, D.C. 20005

Mental Health Association
2101 16th Street, N.W.
Washington, D.C.

National Association for the Education of Young Children
1629 21st Street, N.W.
Washington, D.C. 20009

National Association for Retarded Children
P.O. Box 6109
2708 Avenue E East
Arlington, Texas 76011

The National Easter Seal Society for Crippled Children
and Adults
2023 West Ogden Avenue
Chicago, Illinois 60612

National Education Association
Department of Elementary-Kindergarten-Nursery Education
1201 16th Street, N.W.
Washington, D.C. 20036

National Rehabilitation Association
1522 K Street, N.W.
Washington, D.C.

O'Connor Associates Architect Planners
Northern Boulevard at Washington Park
Albany, New York 12210

Play Schools Association
120 West 157th Street
New York, New York 10018

President's Committee on Employment of the Handicapped
Washington, D.C. 20210

U.S. Department of Health, Education, and Welfare
330 Independence Avenue, S.W.
Washington, D.C.

U.S. National Committee for Early Childhood Education
81 Irving Place
New York, New York 10003

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